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ABSTRACT

This is both a formative and summative evaluation of the 1969 Co-Operative Services for Teacher Education Projects (Co-Op STEP) as an innovative and experimental federal project. The evaluation identifies the main objectives of the project, which include experimenting with team teaching in an atmosphere of freedom and innovation, providing master teachers with leadership experience and teacher assistants with teaching experience, and developing innovative materials. The evaluation includes reports on various workshops, in-service training projects, programs, tests, and questionnaires. The Co-Op summer session is characterized as having had high interest and total involvement, but some changes are recommended. The appendixes include a map of North Carolina showing participating counties and college locations; forms used in evaluation; and possible scores by test, form, and level. (Related document is SP 006 420.) (JA)

CARTERET
MOORE
ESEA
ST. ANDREWS
TITLE III
COOP STEP

1969

> "We desire the old because we do not know the new, and we always look for the grandeur of things which have passed away without recognizing in the humble simplicity of new beginnings the germ which must develop in the future."
>
> Marie Montessori

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FALL BULLETIN

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Title III

The Elementary and Secondary Education Act

A joint project between the Moore County Board of Education, the Carteret County Board of Education and St. Andrews College, Laurinburg, North Carolina.

SP 006 456

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PERSONNEL

CARTERET COUNTY

Mr. T. L. Lee	Superintendent
Mr. M. D. James	Associate Superintendent
Mr. Curtis H. Lancaster	Elementary Center Director
Mr. A. H. McDonald, Jr.	High School Center Director

Instructional Specialist	Teacher Interns
Elementary	
Mrs. Rebecca Bell	Miss Kate Farmer
Mrs. Hilda Brown	Mr. William Kimzey
Mr. William Davis	Miss Sara Watson
Mrs. Ann Neal	Miss Pamela Robinson
Mrs. Erma Quinn	Miss Susannah Cashion
Miss Ethel Whitehurst	Miss Nancy Crumpler
	Miss Nancy Hammond
	Miss Margaret Hudson
Secondary	
Mrs. Jackie Davis	Miss Judith Harris
Miss Frances Farmer	Miss Camilla Neal
Mrs. Fay Nelson	Miss Susan Grogan
Mrs. Barbara Nicholson	Miss Clairia Haines
Mrs. Jessie Parker	Miss Elizabeth Linville
Mrs. Hattie Lee Phillips	Miss Lynn Durden
Mr. Bill Skarren	Miss Carol Bragunier
Mr. James Walker	Miss Joan Purcell
Mr. Joseph Willis	Miss Ann Parsons
	Miss Ann Fletcher
	Miss Ellen Richardson
	Mr. Alfred Thompson

Other Personnel

Mrs. Kay Klein	Guidance Counselor
Mrs. Margaret H. Jones	Reading Specialist
Mrs. Margaret Day	Librarian
Mrs. Ruth L. Simpson	Librarian
Mr. Lewis R. Kerr	Technician
Mrs. Barbara Langston	Secretary
Miss Nancy Hooper	Secretary
Mr. James R. Henry	Custodian
Mr. Kenneth Futtrell	Custodian

Aides

Mr. Albert Rhue	Bus Driver Aide
Mrs. Joan Chadwick	Library Aide
Miss Katherine Mease	Teacher Aide
Mrs. Selma Carraway	Bus Driver Aide
Miss Charlotte Nelson	Bus Driver Aide
Miss Jennifer Mason	Bus Driver Aide

MOORE COUNTY

Mr. R. E. Lee	Superintendent
Mr. C. E. Powers	Associate Superintendent
Mr. Milton Sills	County Director

Instructional Specialist	Elementary	Teacher Interns
Miss Olivia Peace		Miss Dorothy Best
Mr. Roy Parker		Miss Linda Duncan
Mrs. Laurellen W. Douglas		Mrs. Elizabeth Fowler
Miss Georgia Cagle		Miss Linda Fox
Mrs. Polly Long		Miss Marilynn Hensley
Mr. Edward McDonald		Miss Jane McDaniel
Mrs. Carolyn McGoogan		Miss Cathy McDonald
Mr. Roy Parker		Miss Mary Moffett
Mrs. Mattie Wingate		Miss Betty Moose
		Miss Sandra Strickland
	Secondary	
Mrs. Sue Owen		Miss Edna Bell
Mrs. Hattie Bethea		Mr. Doyle Calloway
Mrs. Frances Sledge		Miss Donna Cleeland
Mr. Vernon Crumpler		Miss Dixie Fulton
Mr. Charles Turner		Miss Deborah Harper
Mrs. Margaret Sessoms		Miss Hollace Laws
Mrs. Elizabeth Linn		Miss Nancy Munro
Mr. Edwin Bowland		Miss Patricia Snipes
Mrs. Sarah Parsons		Miss Mary Stawasz
		Miss Manetta Williams

Other Personnel

Mrs. Peggy Smith	Elementary Guidance Counselor
Mr. Greg Fulcher	Secondary Guidance Counselor
Mrs. Sarah Parsons	Reading Specialist
Mrs. Mary Wicker	Elementary Librarian
Mrs. Janet Davis	Secondary Librarian
Mrs. Teressa Garrison	Secretary

Aides

Mrs. Ann Luck	Bus Driver Aide
Mrs. Marilyn Gschwin	Bus Driver Aide
Mrs. Iola Ray	Bus Driver Aide
Mrs. Amanda McCaskill	Bus Driver Aide
Mrs. Alice Thompson	Teacher Aide
Mr. Dana McKinzey	Bus Driver

Part I

FORMATIVE EVALUATION

Evaluation of the 1969 Co-Op STEP Activities in Carteret and Moore County Schools and the Teacher Training Program of St. Andrews College

Introduction

The purpose of this evaluation is to examine the activities of Title III, Co-Op STEP as an innovative and experimental Federal project, cooperating with the public school systems of Carteret and Moore County and with the teacher training department of St. Andrews College.

This evaluation has served many roles: as a data gathering instrument for the schools; as an important aspect in the teacher training program; as an indispensable part of school curriculum development; as a field tested method of selecting instructional materials and media; as an effective means of teacher self improvement and in-service leadership; as an opportunity for experiment in the effect of technology, organizational pattern, and instructional method upon the learning process; and as a catalyst in affecting desired educational change.

There are two major parts in this evaluation: formative and summative. Formative evaluation takes place prior to and during the time that the process or project to be evaluated is fluid; the purpose of formative evaluation is to discover deficiencies and/or strengths during the planning and on-going phase so that necessary adjustments can be made immediately. Summative evaluation, as the name implies, takes place when the process or phase of a project to be evaluated is ended; the purpose of summative evaluation is to examine the outcome of planned activities in terms of the objectives of the project, to recommend any necessary revisions, as well as to spell out the direction to be taken by the project for another year.

Part I

Formative Evaluation

The formative evaluation covers four aspects of the project development: (A) The Preparation Period, (B) The Diagnostic Phase, (C) Professional Evaluation, and (D) Weekly Evaluation Sessions by Instructional Teams.

A. The Preparation Period

At the Fall Conference in October, 1968, a number of recommendations were made which served as guidelines for the planning of the 1969 activities. The orginial objectives were reexamined and reapproved, but additional objectives were added for each county.

Original Objectives of Co-Op STEP Program

On the basis of definite needs identified within the two school systems and general needs nationally, the following objectives were established in an effort to meet more extensively the educational needs of all students and enable them to achieve at their own level of expectancy to the extent possible:

1. To experiment with teaching on the individualized, small group and large group basis in communication and computation skills in a team teaching setting and in an atmosphere conducive to freedom to experiment and innovate involving students from all socio-economic backgrounds.
2. To identify and provide selected master teachers the opportunity to gain leadership experiences in serving as team leaders in the planning and teaching of individualized, small group and large group learning activities and to explore various ways to utilize better the services of assistant teachers and teacher aides.
3. To identify and provide a selected number of assistant teachers and teacher aides an opportunity under the leadership of a master teacher to develop innovative teaching techniques and evaluate his strenghts and weaknesses as a potential teacher.

4. To identify, develop and evaluate a variety of materials and media as applied to individualized, small group and large group approaches to teaching.

5. To provide an opportunity for school personnel from two administrative units, the State Department of Public Instruction and institutions of higher learning involved in teacher preparation the opportunity to participate as educational programs involved in cooperative planning, administration and evaluation.

Added Objectives for 1969-1970

1. a. In Moore County a new consolidated high school is to open in September, 1969. This school is organized with team teaching, modular and flexible scheduling, individually prescribed instruction and an ungraded arrangement. There is a genuine need to prepare teachers and students to make the necessary adjustments for this change.

   b. Moore County is also moving in the direction of the establishing of a middle school. The people in the communities affected by this change need to be prepared.

   c. Carteret County is moving in the direction of team teaching in an ungraded primary and elementary school organization. Both pupils and teachers have a need to see this organization sucessfully demonstrated.

   d. Both Moore County and Carteret County are trying to build up a library of video tapes of model lessons in various subjects to be used in in-service training for beginning teachers as well as for evaluative purposes with the teacher interns. This requires the wide use of the video tape recorders.

2. a. In Moore County the new consolidated high school will be operated on a trial run basis during the summer of 1969. Co-Op instructional specialists and interns will carry out the summer school program using the team approach in English, Science, French, Spanish, and Social Studies. Individually prescribed instruction, modular scheduling, flexibility, and ungradedness and some interdisciplinary instruction will characterize the summer school.

2. b. The organization of the Pinehurst Learning Center will provide for a middle school which is ungraded. A team approach will permit individual instruction as well as small and large group instruction with emphasis upon enrichment and academic strenthening of each pupil. The parents of this community will be involved and a number of resource people and civic organizations will be invited to participate in the summer program to prepare the way for acceptance of the middle school idea.

   c. Beaufort Elementary School will be organized as an ungraded school this summer. The people of this community will have an opportunity to visit the school and see the team of teachers engaged in the instructional program organized without specified grade levels. This should enable them to get a better understanding of this innovation.

   d. Both counties plan to use video tape equipment in the teacher training phase of instruction in every school involved in the summer program. The best tapes will be kept and may be viewed by students, parents, other teachers, and the college consultants in the teacher training department.

1. Planning Sessions and the St. Andrews Workshop

To prepare the instructional staff of Pinecrest School in Moore County to carry out Objective 1 (a), a series of meetings were held and much in-service training was given using consultants from the University of North Carolina at Chapel Hill, members of the Learning Institute of North Carolina, consultants from the State Department of Public Instruction, and consultants from St. Andrews College in Laurinburg, North Carolina. The Co-Op STEP instructional specialists and the teacher interns were invited to attend these meetings.

In December of 1968 a team of instructional specialists who were to be on the 1969 summer school staff, visited the ungraded school in Duluth, Minnesota to observe individualized instruction, team teaching at its best, ungradedness, and modular scheduling.

In January, the entire Pinecrest staff visited Nova in Florida and an instructional team from Carteret County visited the Reidsville, North Carolina, IPI Center. Those who made these visits declared that they had learned much that could be carried over into the schools of Carteret and Moore County.

St. Andrews Workshop

On February 21 and 22 a workshop was held at St. Andrews College. There were two sessions on Friday evening and two on Saturday.
Dr. Marian Franklin, UNCG, spoke on team teaching and ungradedness.
Dr. Frank Emmerling and Dr. Ed Bruchak, Regional Educational Laboratory for the Carolinas and Virginia, discussed the setting up of instructional objectives in behavioral terms.

One hundred-twenty-seven registered for the workshop including Dr. Samuel Hill,- State Supervisor of Student Teaching, Superintendent of Moore County Schools, Mr. R. E. Lee; Associate Superintendents, Mr. M. D. James from Carteret County and Mr. Edison Powers from Moore County; Dean Robert Davidson of St. Andrews College and Dean Norton Beach of UNC.

The workshop had a strong impact upon those who were going into the summer program as well as other teachers who were interested in teaming. In fact, Dr. Franklin was invited to hold two workshops in Moore County as a result of her very practical and meaningful lectures at St. Andrews College.

Much more in-service training in the preparation of instructional objectives is needed but the instruction given by Dr. Frank Emmerling and Dr. Ed Bruchak opened the door and prepared the way for follow-up sessions.

Co-Op STEP WORKSHOP
St. Andrews College
Laurinburg, North Carolina

Friday, February 21

5:00 - 6:00 P.M.	Registration in lobby of Physical Education Building on campus of St. Andrews College
6:00 - 7:00 P.M.	Dinner in the cafeteria of Student Union Building
7:00 - 8:00 P.M.	Opening Session of Workshop "Preparing Instructional Objectives" A Dialogue - Dr. Frank Emmerling Dr. Ed Bruchak Regional Educational Laboratory Durham, North Carolina
Break	
8:10 - 9:00 P.M.	Second Session of Workshop "An Introduction to Team Teaching" Dr. Marian Franklin University of North Carolina at Greensboro

Saturday, February 22

9:00 - 10:00 A.M.	Third Session of Workshop "Evaluating Instruction" Dr. Frank Emmerling
Break	
10:10 - 11:10 A.M.	"Understanding Nongrading"
11:10 - 12:00 A.M.	Group Meetings by counties and levels

2. Teacher Intern Orientation

In March of 1969 a full day of orientation was held in Carteret and Moore County. At that time the administrative staff of each of these counties planned the agenda which included a teacher-intern tour of the buildings to be used in the 1969 summer school, luncheon in the school cafeterias, a discussion of the audio-visual materials and equipment accessible to the teachers in the summer program, and finally a display of instructional materials by a number of commercial companies dealing with materials suitable for individualized instruction.

The teachers, in evaluating the orientation, recommended that the displays be omitted another year and that at least half of the day be spent in team-get-acquainted activities and pre planning.

3. Week of Preplanning

One week prior to the opening of the 1969 summer school, the instructional teams began full time planning. All personnel with the exception of the bus-driver-aides were present to work with the instructional teams.

In the Pinecrest school where the staff included personnel from UNC Chapel Hill, the Learning Institute of North Carolina, and personnel from St. Andrews College, an agenda was planned in mods for the entire week. A number of learning activity packages (LAPS) were developed by the instructional teams, and seminars were conducted for the staff.

In evaluating this part of the Co-Op STEP program, the chief criticism was not one of the topics of discussion, but one of the division of time. Teacher interns still felt insecure and wanted more time to work with their instructional specialist.

B. The Testing Program for Diagnosis and Flexible Grouping

> "We need new concepts of educational readiness, strengths on which to build, deficiencies to be attacked, and the like. These new concepts must be based on the assumption of dynamic potential in all or almost all human beings. The evaluation task is to describe or measure phases of this potential and difficulties to be surmounted that can help the individual and the educational institution in improving student learning."
>
> Ralph W. Tyler
> Center for Advanced Study
> in the Behavioral Sciences

The number one objective of Co-Op STEP is: "To experiment with teaching on the individualized, small group and large group basis in communication and computation skills in a team teaching setting and in an atmosphere conducive to freedom to experiment and innovate involving students from all socio-economic backgrounds.

"Learning is an individual matter, but we seldom address ourselves in an orderly way to the enhancement of learning through individualizing instruction in the preparation of teachers." This quotation by Evan R. Sorber, director of the Temple University Teachers Corps Program, states the prevailing practice for most teacher-training institutions and most public school systems.

The rationale for the testing program in the Co-Op STEP summer school was based upon three hypotheses, namely: (1) that since learning is an individual matter to be approached from the standpoint of the academic needs of the learner, these needs must first be identified and the behavioral objectives and learning activities designed; (2) that at the present, most students attend summer school because of a history of academic failure or weakness--probably related to lack of well developed reading, arithmetic, language, and/or study skills; (3) that the formal as well as informal diagnosis of pupil learning difficulties is an important and often neglected aspect of teacher training programs.

Test selection was made at all levels with these hypotheses in mind. Tests were perceived as instruments for supplying basic data needed for identifying and helping students in the areas of academic need and for placing students having common areas of academic need into flexible instructional groups.

"The whole area of diagnostic testing," according to E. F. Lindquist in his momumental work, 'Educational Measurement,' "has largely been neglected in practice."

With the goal of individualized instruction and these statements we have quoted from Tyler and from Lindquist in mind, we searched for an appropriate instrument designed to test skills in the areas of Reading, Language, Arithmetic, and Study Skills. We were not interested in measuring achievement in specific course content as reflected in textbooks, nor in comparing our students with national norms, but rather in diagnosing learning deficiencies in those skills common to all curriculums and needed for success in effective communication and arithmetic. We found such an implement for the secondary level students in Comprehensive Tests of Basic Skills.

At the elementary and middle school levels, Levels I and II of the Stanford Diagnostic Reading Test and the Stanford Diagnostic Arithmetic Test forms W and X proved to be excellent instruments.

Students who registered in the math and English courses of the secondary schools during the summer session were given the appropriate sub-tests in Form Q, level 4 of the Comprehensive Test of Basic Skills. Form R was administered as a post test.

The chief criticism of the testing program was two-fold: (1) that the instructional teams did not have this information about each child prior to the opening of school; (2) that the tests took too much of the time needed for instruction in a session as brief as six weeks.

We recommend that the Superintendents consider giving diagnostic tests to all students in April so that pertinent information may be available not only to the summer school staff, but also to the regular teachers prior to the opening of school in the fall.

Following the preliminary testing, the guidance counselor held a conference with each instructional team to assist in analyzing the pupil's needs in the light of test scores, information from the pupil's cumulative folder, and teacher informal and anecotal descriptions. A case study was done by teacher interns on nearly every student. Test results were treated as a tentative hypotheses rather than an established conclusion. Learning activity packages were then developed by teachers and/or by pupils.

Please turn to Part II A for statistical report on test results.

C. Professional Evaluation

> "Evaluation, used to improve the course while it is still fluid, contributes more to improvement of education than evaluation used to appraise a product already placed on the market."
>
> L. J. Cronback
> Course Improvement Through Evaluation p. 236

The cost to taxpayers of inviting professional evaluation not identified with a given project to come into the counties and pass judgment on school curriculum, school organizational and instructional methods and materials calls for some evidence as to the justification for this expense.

Michael Scriven, former director of the Evaluation Project of the Social Science Education Cousortuiur supported by the U. S. Office of Education, has to say:

> "One activity that should commence at any intermediate stage . . . (in the project) is that of getting some external judgments as to the cohesiveness of the alleged goals (or objectives). A good logician, a historian of science, a professional in the subject-matter field, an educational psychologist, or a curriculum expert are possible resource categories. The necessary skills, a very striking one when located, is not co-extensive with any stardard professional requirement; we might call it 'consistency analysis.' A brief written report may be adequate to indicate the extent of possible useful information from this source at this time."

Co-Op STEP was extremely fortunate in securing the services of two outstanding North Carolina educators to assist in the formative evaluation of the summer schools in Moore County and Carteret County. Dean Douglas Jones, East Carolina University, and Dr. William Matthews, High Point College, visited the summer schools and made very helpful suggestions and gave valuable professional assistance to the project director.

Report of Dr. William Matthews
(Moore County Professional Evaluator)

PREFACE

Any evaluation of the summer program of Moore County's two experimental summer schools, Pinehurst and Pinecrest, must take into account a tremendous number of variables that may or may not be present during regular sessions--the fact that it was summer school; the mixed faculty (from various organizations and units), a new school, in one instance, lacking complete equipment and facilities; and an old school with a different usage, new goals, new techniques; students with a wide range of abilities in the same class; a composite of planning groups; different perspectives; and, in one school, a radical departure in building design; plus total integration, a factor, which, for some, was new and awkward. These and many other variables make this an intriguing, difficult, and challenging project in which to plan and work, to evaluate, and hopefully, to come up with a better educational plan. As this is a general evaluation covering personnel, buildings, curriculum, and processes (teaching techniques), this will of necessity not be as deep a study as it would be if a longer period of time were available to be spent on it, and the observer were a specialist in every area.

This summer session, from the point of view of the author, was a dress rehearsal for Fall, perhaps, or perhaps, a "shakedown cruise" to see how the plans worked. One must take into account in this evaluation that Moore County administrative personnel are "improvement-change-oriented," that they are willing to take a chance on their beliefs, that they are willing to accept honest criticism, and that they always seem to get more than a dollar's value from their tax dollar, because they do thorough preliminary work. It is the belief of this observer that Moore County will reject any program if it does not work. In this evaluation, it is planned to consider each school separately, as they are such diverse entities, and the processes and results are different.

PINEHURST SCHOOL
(Edited)

Locale: Pinehurst School is situated in a beautiful setting--in a "storybook" town of fabulous golf courses, horses, hunting dogs, riding rings, magnolias, hollies, dogwoods, and pines.

Buildings: The Pinehurst School is composed of a number of buildings seemingly in good physical condition, considering their age. This school is available for a middle school, because county consolidation will take its former students to Pinecrest. These buildings were not designed for any particular type of teaching, but were simply put together to make available building space. As a result, they grew in numbers, spread over a wide area, with most of them joined by a connecting canopy. The space available for the summer session was more than adequate, and the staff and faculty easily adjusted their unique program and processes to the classrooms and areas available in the various buildings. The design of the building and the arrangement of the buildings space to be used for team teaching challenged the ingenuity of the teams, but the processes involved in this operation seemed to weld the individuals into a more closely-knit and effective unit. It should be noted that, while the building space was more than adequate for summer use on an experimental basis, there will have to be much more coordination, with assignment of teams and people, when the buildings are fully utilized in a regular term. This factor is mentioned, because, this summer, with all the extra space available, it was relatively simple to shift space when it was not being used. Attention will have to be given to more complete utilization and coordination of the space available when the number of students increases radically in the Fall.

Personnel: The staff and teaching teams were in almost complete agreement that the success or failure of a teaching team depends upon the right selection of team members, and it is the individuals who ultimately make the team approach successful or unsuccessful. The necessary dependence of one individual on another in team teaching made it a stressful situation for some individuals, while for other teachers, inter-relatedness was the thing that they needed and enjoyed. To a few individuals, the flexibility and the lack of preciseness in timing was frustrating and unsettling.

The very things which I have listed as complaints from some team members were mentioned as positive factors by other individuals, and, this, I think, points up an important factor in the use of team teaching--that individuals should not be hired just to teach, but should be made fully aware that team teaching is the vehicle for teaching, and if they want to try it, "fine," but if they do not want to try, they should not be forced to do so at this time.

At this point, it might be well to raise the following possibilities for consideration. It might be desirable, if possible, to install the team-teaching approach in a few classrooms, at first, or one grade level, and then, as it matures, and the program runs more smoothly and efficiently, other grades could be added, or other teams could be added. It might also be feasible and preferable to decide that the team-teaching approach would not be used exclusively in a school until it proves itself to the teachers. As another possibility involving the use of team-teaching personnel, it might be feasible to use the team-teaching approach, with individual members who preferred individual teaching used in a simple, one-person teaching process, or as consultants in a particular field where they have special skills. This individual consultant process was wisely used in an excellent manner this summer by some of the specialists--reading, librarian, art, drama, etc. The Pinehurst School members in the special area are to be congratulated, too, for the tremendous zest which they gave the program this summer. The reading teacher and the librarian were two of the finest persons in the field that I have ever seen. As they were observed in their work, and in their attitudes toward children, it seemed impossible for a person not to want to do what these two persons wanted done. In the room next to the library proper, for instance, there were a number of audio-visual materials, supplementary to the units of study and machines for using these materials. During the period when the children had time to come to the library, these machines were all in use--used by children so young that you would normally think that they would not be capable of using these machines. The librarian stated that the breakage and theft were minimal in the school in which she usually worked, and she anticipated that the situation here would be likewise. It gave one a good feeling to observe these children using the materials on their own and learning that the library was an interesting place where they would be welcome, and where it was fun and exciting to learn. Children who use the library are children who will learn better.

The reading specialist's work was of the same high caliber as that of the librarian, and it would be anticipated that the results in reading would result in work of the same high quality. Another "standout," I think, was the principal, who had a most commendable philosophy and a desire to make learning fun and meaningful for every child who attended school. There were a number of other individuals who stood out, but these noted were so superior that I think they deserve special attention.

The guidance counselor's work was such that the test results were slow in getting to the teachers, and the results of testing on the first day seemed to keep the program from getting off to an "early running start." If feasible, it might be preferable to do the testing during the latter part of the preceding semester, and transfer the results, or set aside a day specifically for testing before the actual summer school begins.

Curriculum: There is little comment to be made about the curriculum, except that there is a variance in the philosophy of the principal and some other educators, who do not believe in as complete a mixture of students, with the wide range of abilities and levels that were put together in groups in the summer session.

Because of the wide variance in abilities in these classes, a more thorough study, before summer school began, of the personnal folders of the children, and an awareness of the results of the evaluation, or testing program, done by the guidance counselor, would have enabled the teaching teams to plan their work more precisely and to more adequately meet the needs of the students whom they had in class. We understand that due to the reorganization of the schools into Elementary and Middle Schools and the movement of records from school to school, finding the cumulative folders was difficult and time consuming.

As much as it was possible to observe, the curriculum was appropriate, well-designed, and adequate, and was made as interesting as possible for all students. Again, a note of caution here. The comparison of this summer's experience to a regular full semester must take into account variables which would not normally be present in the regular sessions. The personnel ratio of students to teachers, the experimental design of the course, which was very flexible, the tremendous amount of space available, the flexibility of the curriculum in adjusting to student and teacher requirements and needs, "the backup" of outstanding special teachers, and the overall enrichment of the program in summer school will be difficult, if not impossible, to duplicate during a normal session.

PINECREST SCHOOL
(Edited)

Locale: Pinecrest School is situated in a beautiful area of pines, in a relatively flat, sandy acreage, located between Pinehurst, Southern Pines, and Aberdeen. The spacious grounds are of sufficient size to allow for long-range growth, with the interesting fact that, at the present time, all students must use some vehicle to get to the school, as there are no houses within the immediate vicinity. From an academic, architectural, and esthetic point of view, there has been a wise selection of the location, with the approach road making a series of sweeping curves in its approach to the school, which is completely hidden from the main road.

Buildings: The design and building of Pinecrest School should strike a warm chord with all those who believe in good schools, because of the tremendous amount of time, effort, and preplanning that must have gone into the design of this school. Several hundred parents, and almost as many teachers covered various areas of the United States in the initial survey of schools, to gather a background of information for the preliminary design of Pinecrest. The school administration was extremely wise in bringing together these two groups to share in the preplanning, as these groups are so often ignored, consulted so little, or asked their opinions only as a matter of public relations, and not for usage. From the position of this observer, the participation by these two groups--teachers and parents--was meaningful, and not just a facade for public relations' reasons. While the multiple buildings were designed to take into account present and future needs, with a particular type of teaching in mind, one can easily see that they can be adapted and modified in many ways to suit unknown or developing situations. These buildings and the anticipated equipment seem to be the epitome of design for flexibility and quality in teaching. It is readily apparent, too, that this flexibility applies not only to the teaching areas, but also to all of the supporting areas of the building units. The idea of having low-upkeep buildings, carpeted floors, air conditioning, electrical heating, large classrooms, with satellite classrooms adjacent to the large classrooms, again points up the good thinking of those involved in the planning of this school. Knowing the Moore County administration, one can rest assured, too, that if any of the plans or the proposed team-teaching, or other techniques go awry, they will not be "locked in" or "honor-bound" to continue them forever in a losing cause. Another way of putting this is to say that while Moore County administration and system favors innovation and new ideas when they will produce better teaching and more learning, if the results do not come, changes will again take place, until the successful combination is found.

The use of vending areas instead of cafeterias offers a new idea and makes sense, if the feeding times can be staggered to avoid an overflow, and if misuse by the students can be controlled. There are several factors that will have to be watched, in connection with this feeding operation. One is the necessity of seeing that the students do not use the feeding stations when they are supposed to be elsewhere. Another is the strain on the equipment by the large number of persons who will use these machines so frequently. It is understood that the upkeep, cleaning, and supplying of these stations will be done by the vending company personnel, saving the school from hiring many personnel and from expending a great deal of money and space for cafeterias.

At this time, it is virtually impossible to evaluate the grounds, the athletic program and equipment, but if they compare favorably with the first phase of this school development (and this observer is confident they will), they will be superior.

Personnel: The variety of personnel involved in the experimental summer school project was almost unbelievable. The Moore County teachers, it was noted, seemed very close to their student interns, and the interns responded, with few exceptions, with all-out, effective effort. The interns were almost uniform in their liking for the team-teaching approach, and, at the same time, collectively could not foresee how they could spend as much time in a regular session as they were spending in the summer school program to get the job done, if this effort had to be continued session after session. This amount of time in involvement in preparation was one of the most common complaints by the teaching interns.

In relation to personnel, it is the impression of this observer that the experienced personnel from Moore County, as a group, were not only overall highly competent, but were superior. The student interns, as a group, did an excellent job in every way. The new personnel hired by Moore County, composed of experienced teachers, also measured up completely to the high standards of Moore County people, and it is fully expected that they will be able to hold their own.

The lack of home rooms, with no common place to meet the entire student body will handicap communication to some degree, and this will necessitate laying heavy emphasis upon the initial orientation, with reinforcements at regular intervals. In this school, emphasis must be placed on the individual's own responsibility for his initiative, discipline, and work, as the combination of team teaching and the design of this building seem to put more responsibility and reliance on individual initiative and direction than a regular curriculum in a regular classroom would.

In a Utopian school environment, such as this, it could be very easy to "float" and to do as little as one wants to do, unless the administration sets up adequate controls on the scheduling and enforces these controls. Lack of punctuality of the students could also wreak havoc on the modules of time, because, in a 20-minute period, it takes time to start and stop, just as it does in a regular 50-minute period, and, with no enforcement of punctuality, one module could easily be cut to peices by the late arrival or early leaving of students. In such an environment, also, there will be the temptation for the poorer teachers to do less, and adequate opportunity for the better teachers as well as students to excel.

It does not seem quite fair to make an evaluation of a program in an overall way when it is being run before a building is complete, without the bulk of equipment, and without the full complement of students or the regular staff, but, at the same time, it may be helpful to note situations, stresses, and difficulties that portend possible trouble areas for the future, and thus, hopefully, prevent trouble.

Part I. Formative Evaluation

D. The Instructional Team Evaluation

A very important part of the formative evaluation took place in the daily and weekly sessions when instructional teams and specialists discussed pupil problems. Some of these sessions were taped for replay at later evaluation conferences to determine what effect the recommended action had upon pupil progress.

Every day following a video taping of a lesson presentation the tapes were analyzed by the instructional team and the College Coordinator to help the teacher interns to discover weaknesses and strengths in their presentation. Much more practice is needed in video taping so that student reaction to the lesson presentation can be observed but a number of video tapes were kept and can be shown to new teachers as a part of their in-service training.

The instructional teams planned the over-all activities for the coming week, evaluating techniques methods and materials and giving the librarian a list of instructional supplies to be assembled in the multi-media center as enrichment for the week's work in the classroom. In this way the librarian served as a very important member of every instructional team and the student learned by whatever media best suited his pattern of learning.

The teacher interns with the help of the guidance counselor and the other member of the instructional team did case studies on most of the students. Case conferences were held which involved the teacher, teacher intern, counselor, reading specialist, EMR teacher, speech therapist, librarian, and often the parent.

This approach was time consuming, but the benefits were manifold in understanding student behavior. We recommend that this approach be encouraged and that parents be invited to participate in these conferences whenever it is possible.

Part II

SUMMATIVE EVALUATION

Part II

Summative Evaluation
A. Statistical Analysis

Title III, Co-Op STEP
Statistical Report Showing the Effect of Individual Instruction and Team Teaching Upon the Academic Growth of High School Students

In 1969, Title III, Co-Op STEP designed research intended to discover the effect of individual instruction and team teaching upon the academic growth of students in high school English during a six weeks summer school session.

Two Title I schools served as control groups (Group A Traditional). In these schools the English classes were organized in the traditional manner according to grade level. There was one teacher to a class of about 18 students. State adopted text books were used. Students in the controlled groups numbered 65 of whom 82% were repeating English. The ethnic and socio-economic composition of the control groups was comparable to that of the experimental group. The school population of all groups was prodominantly rural.

The experimental groups included 132 students of whom 67% were repeaters. These groups were organized in an essentially nongraded arrangement with teaching teams, made up of instructional specialists and teacher interns working with three groups of students.

Group B was Structured English in which the course objectives, units of study, and methods of lesson presentation were planned by the instructional team. No text books were used, but learning activity packages were developed by the teachers and given to the students. There was some large-group instruction, more small-group instruction, and individual instruction for each according to the particular weaknesses revealed by the student's pre test scores.

Group C classes were Unstructured English. Here students helped to determine objectives, units of study to be covered and methods to be used. Here again, as in the Structured English, class time was used for large-group instruction, small-group instruction and individual instruction using LAPS which were actually produced by students and teachers working cooperatively.

In Group D, Humanities, an interdisciplinary approach, English and Social Studies, was used and the learning packages were developed by the instructional teams. The approach to learning was essentially the same as in groups B and C, but the theme and units of study were not the same as in the Structured and Unstructured English. No text books were used. Much independent study was done by the students in the Humanities Group.

All students were pre tested using form Q of the Comprehensive Test of Basic Skills and administering the tests in Reading Vocabulary, Reading Comprehension, Study Skills (Reference), Study Skills (graphs, maps, etc.), Language, Mechanics, Language Expression and Language Spelling. All students included in this study were post tested using form R of CTBS.

Those students in the Experimental groups whose total scores on Reading fell below the 38th percentile, spent approximately 160 minutes a week in the Reading Lab with a reading specialist to guide their activities. Those whose score fell below the 38th percentile on total Study Skills received 40 minutes per week in the library under the instruction of the librarian. The reason for this lies in the theory that failure in English may be attributable to reading and/or study skill inadequancies.

The results of this study are tabulated in Tables 1, 2, and 3.

Table 1
Mean I.Q., Mean Pre and Post Raw Scores, and
Standard Deviation in Reading, Language,
and Study Skills for Four Groups

Variables		Group			
		(Control) A (65)* Traditional English	Experimental B (12)* Structured English	Experimental C (93)* Unstructured English	Experimental D (27)* Humanities
I.Q.	Mean I.Q.	87.369	92.583	90.667	87.889
	Standard Deviation	9.757	11.927	13.207	9.162
Reading	Mean, Reading Vocabulary (Pre-test)	18.738**	20.917	19.323	17.926
	S. D.	6.137	9.080	7.518	6.604
	Mean Reading Vocabulary 2 (Post-test)	18.062	21.917	20.151	18.370
	S. D.	7.024	9.268	7.997	7.652
	Mean Reading Comprehension (Pre-test)	20.185	21.250	21.591	20.259
	S. D.	7.303	7.448	8.661	5.815
	Mean Reading Comprehension (Post-test)	18.062	22.167	21.935	19.333
	S. D.	7.693	9.666	9.203	6.737
	Mean Total Reading (Pre-test)	38.646	42.167	41.269	38.185
	S. D.	12.770	15.649	16.149	11.593
	Mean Total Reading (Post-test)	36.092	44.083	42.000	37.704
	S. D.	13.270	18.002	15.895	13.301
Language	Mean Language Mech. (Pre-test)	10.954	13.667	13.204	13.111
	S. D.	4.453	4.735	9.544	4.475
	Mean Language Mech. (Post-test)	11.923	15.917	17.086	14.370
	S. D.	5.972	4.907	6.430	4.805
	Mean Language Exp. (Pre-test)	13.200	15.667	16.656	13.519
	S. D.	4.845	3.985	10.266	4.552
	Mean Language Exp. (Post-test)	12.646	17.167	17.140	15.074
	S. D.	5.541	6.520	6.641	5.053
	Mean Language Spell (Pre-test)	13.569	14.250	15.376	14.407
	S. D.	5.477	6.283	9.818	6.393
	Mean Language Spell (Post-test)	13.500	17.500	15.559	15.481
	S. D.	5.937	6.113	5.142	4.995
	Mean Language Total (Pre-test)	37.554	43.583	41.495	41.037
	S. D.	12.456	11.285	13.647	12.368
	Mean Language	37.954	53.083	49.215	44.926
	Total (Post-test)	14.690	14.362	13.736	11.884
	Mean Study Skills Reference (Pre-test)	9.154	11.667	11.280	10.296
	S. D.	3.620	4.334	4.490	3.291
	Mean Study Skills (Ref)	7.185	8.750	8.441	7.667

I.Q.	Mean I.Q.	[illegible]	[illegible]	[illegible]	[illegible]
	Standard Deviation	9.757	11.927	13.207	9.162
Reading	Mean, Reading Vocabulary (Pre-test)	18.738**	20.917	19.323	17.926
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	S. D.	7.693	9.666	9.203	6.737
	Mean Total Reading (Pre-test)	38.646	42.167	41.269	38.185
	S. D.	12.770	15.649	16.149	11.593
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	S. D.	4.453	4.735	9.544	4.475
	Mean Language Mech. (Post-test)	11.923	15.917	17.086	14.370
	S. D.	5.972	4.907	6.430	4.805
	Mean Language Exp. (Pre-test)	13.200	15.667	16.656	13.519
	S. D.	4.845	3.985	10.266	4.552
	Mean Language Exp. (Post-test)	12.646	17.167	17.140	15.074
	S. D.	5.541	6.520	6.641	5.053
	Mean Language Spell (Pre-test)	13.569	14.250	15.376	14.407
	S. D.	5.477	6.283	9.818	6.393
	Mean Language Spell (Post-test)	13.500	17.500	15.559	15.481
	S. D.	5.937	6.113	5.142	4.995
	Mean Language Total (Pre-test)	37.554	43.583	41.495	41.037
	S. D.	12.456	11.285	13.647	12.368
	Mean Language Total (Post-test)	37.954	53.083	49.215	44.926
		14.690	14.362	13.736	11.884
Study Skills	Mean Study Skills Reference (Pre-test)	9.154	11.667	11.280	10.296
	S. D.	3.620	4.334	4.490	3.291
	Mean Study Skills (Ref)	7.185	8.750	8.441	7.667
	S. D. (Post-test)	3.553	3.769	3.518	2.587
	Mean S. S. (Graph)	12.508	13.417	14.698	12.481
	S. D. (Pre-test)	5.072	5.854	5.538	4.191
	Mean S. S. Graph	12.985	13.500	15.097	12.815
	S. D. (Post-test)	5.343	5.808	5.754	5.241
	Mean Total Study Skill	21.662	25.083	25.247	22.778
	S. D. (Pre-test)	7.928	9.501	9.065	6.750
	Mean Total Study Skill	20.169	22.250	23.538	20.481
	S. D. (Post-test)	8.013	9.077	8.322	7.154

*Number in each group for whom test information is complete.

**See Appendix A for possible scores on this test.

Forms Q and R of the California Test of Basic Skills are equated by percentile scores. For this reason, it will be meaningful to compare the pre and post test scores to determine the amount of the difference in terms of percentiles. This information is presented in Table 2.

Table 2
Mean Percentile Scores
in Reading, Study Skills, and Language
Totals - Pre and Post Tests and
Standard Deviation

	Variables	Groups			
		(Traditional)	(Structured)	(Unstructured)	(Humanities)
		A	B	C	D
Reading	Reading Total	18.077	22.917	24.925	19.222
	S. D. Pre-test	16.930	19.884	23.178	16.235
	Reading Total	16.923	28.500	27.140	20.074
	S. D. Post-test	18.440	24.408	24.711	16.765
Study Skills	Study Skills Total	17.385	27.333	30.172	19.815
	S. D. Pre-test	17.525	25.812	25.492	15.497
	Study Skills	22.308	27.917	33.753	24.222
	S. D.	22.115	29.355	26.252	21.288
Language	Language Total Pre test	15.908	22.000	24.667	21.556
	S. D.	16.317	20.609	21.126	17.165
	Language Total	13.923	30.833	31.011	21.963
	S. D. Post test	18.912	26.236	25.308	17.293

Analysis of covariance was used to test the hypothesis of no difference among the organizational patterns of classes. For each post test criterion, the pre test score on the criterion measure and the student's I. Q. were used as covariates. This covariance adjustment controls for any differences between the groups on the post test that might have been attributable to either differential beginning points on the criteria under consideration or differences in general ability.

For purposes of program evaluation a probability level or .10 or less was considered as adequate to reject the hypothesis of no difference.

Table 3

Summary of Analysis of Covariance for Four Treatment Groups: Traditional, Structured, Unstructured, and Humanities, on Each of the Reading, Language, and Study Skills Scores with I.Q. and Pre-test Scores as Covariates.

Variables	F
Vocabulary	1.26
Comprehension	2.93*
Total Reading	2.48*
*****	
Study Skills Reference	0.18
Study Skills Graph	0.46
Study Skills Total	0.57
*****	
Language Mechanics	7.41*
Language Expression	4.63*
Language Spelling	2.47*
Language Total	9.65*

df = 3,191
*pl .10

By comparing the variables starred in Table 3 with the raw scores in Table 1 and the percentile scoures in Table 2, it appears that the gains in Reading Comprehension, Total Reading, Language Mechanics, Language Expression, Language Spelling, and Language Total were significant with a likelihood that these differences were due to the treatment factor, team teaching with individualized instruction.

The Elementary Reading Research

We wanted to know whether there was any difference in the effect upon a child's learning in reading between two different instructional approaches--the use of programmed reading material, and the use of a wide variety of materials selected to meet specific needs of the individual learner as identified by the Stanford Diagnostic Reading Test. Two schools were selected for this research. The groups were comparable with respect to racial and socio-economic composition. Both groups may be described as largely rural, low income, educationally marginal in composition.

Level II form X of the Stanford Diagnostic Reading Test was administered to 104 students in grades five through eight at the two schools. Level I form X was given to 69 students in grade four at the two schools. These tests were used as an instrument to help the teachers identify and group students who needed help in the areas of: (1) Reading Comprehension, (2) Vocabulary, (3) Auditory Discrimination, (4) Syllabication, (5) Beginning and Ending Sounds, (6) Blending, and (7) Sound Discrimination.

Following the pupil analysis, School A used the Sullivan Programed Reading materials for instruction at Levels I and II. School B used materials from five companies for Level II students: SRA, Encyclopedia Britannica, Economy Company, Singer Company, and Grolier; Teachers tried to fit the instructional materials to the individual's needs. Those in Level I used material from all of these sources except Economy and Grolier companies. The groups were very flexible and changed as a child's need was met.

Both schools were similarly organized into instructional teams made up of instructional specialists, teacher interns, and teacher aides, who worked at each level in essentially an ungraded learning situation. Both schools used a variety of methods of presenting the lesson; the chief difference was the instructional materials; i.e. programed on the one hand, and non programed on the other.

Both schools used the W forms of Stanford Diagnostic Reading Test as a post test to discover in which areas learning improved during the six weeks of summer school. We recognized that the time covered by this study was very brief and that part of the instructional time during the first and sixth weeks was used for testing.

Tables 4 - 9 show the results of the research in reading.

Table 4
Means and Standard Deviations
Level II Stanford Diagnostic Reading
Pre and Post Tests
Comparison by Groups Using Different Materials

		Reading (Raws) Literal Compren.	Read Comp. Inferential	Read Com. Total*	Read Comp. Grade Score	Vocab.	Syll.	Sound Discrimina.	Blending	Rate of Reading
SRA	M1	15.2	13.3	28.3	4.7	23.2	15.0	17.2	16.1	18.9
Pre test	SD1	8.1	7.0	14.8	2.4	8.0	5.7	8.1	11.1	7.9
SRA	M2	14.8	13.9	28.6	4.6	23.8	15.7	17.9	15.7	26.3
Post test	SD2	6.8	6.9	13.0	2.2	8.1	5.0	7.8	11.0	10.0
Ency.Brit.	M1	10.4	9.6	20.0	3.5	18.6	12.9	17.6	9.5	16.1
Pre test	SD1	5.7	6.2	11.5	1.3	7.8	6.2	9.8	9.6	8.5
E. B.	M2	13.5	11.4	24.9	3.9	19.8	13.6	18.5	14.6	19.0
Post	SD2	5.1	4.2	7.8	1.1	5.1	5.1	8.3	9.1	12.0
Economy	M1	17.4	14.4	31.9	4.8	24.1	16.9	22.3	17.3	13.9
Pre	SD1	3.1	4.7	7.0	1.0	6.7	5.6	7.3	7.5	5.4
Economy	M2	17.9	16.9	34.7	5.4	24.4	17.7	22.9	22.0	24.4
Post	SD2	4.0	4.5	4.7	0.6	4.9	2.6	5.8	7.5	10.2
Singer	M1	5.0	0.0	5.0	2.0	13.0	7.0	11.0	1.0	13.0
Pre	SD1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Singer	M2	6.0	10.0	16.0	2.5	18.0	7.0	18.0	0.0	11.0
Post	SD2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Grolier	M1	16.3	13.9	30.1	4.9	25.3	18.0	20.4	22.8	26.3
Pre	SD1	4.9	5.7	10.4	2.0	6.6	4.0	9.8	9.5	8.8
Grolier	M2	17.5	14.1	31.6	5.3	26.3	17.0	22.0	22.1	28.1
Post	SD2	6.9	7.5	14.4	2.9	7.0	4.1	7.8	9.0	10.5
Sullivan	M1	14.6	11.9	26.5	4.2	22.8	15.4	16.4	15.0	11.1
Pre	SD1	5.1	4.3	8.9	1.1	7.7	5.3	6.8	9.2	6.2
Sullivan	M2	13.7	12.0	24.2	4.3	23.6	14.6	16.2	19.4	21.3
Post	SD2	6.4	5.8	9.0	2.1	7.9	6.1	7.4	9.8	11.0

*See Appendix A for total number possible.

Table 5
Means and Standard Deviations by Types of Reading Materials
A = Programed B = Non-programmed
Level II Stanford Diagnostic Reading Test

		Compre. Literal	Compreh. Inferential	Compreh. Total Raw	Comp. Grade Score	Vocab.	Syll.	Sound Discrimina.	Blending
School A	M1	14.6	11.9	26.5	4.2	22.8	15.4	16.4	15.0
Pre test	S.D1	5.1	4.3	8.9	1.1	7.7	5.3	6.8	9.2
School A	M2	13.7	12.0	24.2	4.3	23.6	14.6	16.2	19.4
Post test	SD2	6.4	5.8	9.0	2.1	7.9	6.1	7.4	9.8
School B	M1	14.5	12.6	27.0	4.5	22.5	15.0	18.0	15.5
Pre test	SD1	7.3	6.7	13.7	2.1	7.9	5.7	8.5	11.0
School B	M2	15.0	13.7	28.6	4.6	23.3	15.5	18.9	16.6
Post test	SD2	6.4	6.3	11.9	2.1	7.3	4.9	7.7	10.5

Here we used ANCOVA with I. Q. and Pre-test as covariates thus increasing the likelihood that any observed differences on the Post-test were attributable to the treatment factor, in this case Programmed vs Non-programmed reading material.

Table 6
Summary of Analysis of Covariance
for Programmed vs Non-Programmed
Reading Materials with I. Q. and
Pre-test as Covariates

Variable	F
Reading Comprehension (Literal)	1.899
Reading Comprehension (Inferential)	1.295
Reading Comprehension Total	5.870*
Comprehension Grade Score	0.273
Vocabulary	0.003
Syllabication	1.915
Sound Discrimination	4.150*
Blending	3.088*

* pl .10

Significant differences were apparent in the following areas (please refer to Table 4 and Table 5): Total Reading Comprehension, Sound Discrimination and Blending. Here we present the probability that there would have been greater gains in the programmed approach by the use of much enrichment reading materials on or a little below each child's reading level. In the area of blending, it appears that the strong phonetic approach of the programmed materials yielded significant gains in this reading skill.

Table 7
Comparison by Instructional Materials Used
Means and Standard Deviations Level I (Grades 3 & 4)
Stanford Diagnostic Reading Pre-test and Post tests

	Mean SD	Grade Score Reading Compre.	Vocab.	Auditory Discrim.	Syll.	Beginning & Ending Sounds	Blending	Sound Discrimina.
SRA	M1	2.7	18.8	32.5	10.4	28.2	24.8	20.8
Pre-test	SD1	0.7	8.6	6.9	5.9	6.0	6.5	10.4
SRA	M2	3.1	25.8	39.0	13.5	30.6	31.0	21.8
Post-test	SD2	0.8	7.5	3.4	4.9	4.7	4.3	9.8
Ency. Brit.	M1	2.1	19.5	22.0	8.3	22.0	14.1	11.5
Pre-test	SD1	0.5	4.6	8.6	3.1	7.2	9.8	4.4
Ency. Brit.	M2	2.6	17.3	27.0	11.4	24.3	16.7	14.0
Post-test	SD2	0.6	6.5	8.4	4.8	7.7	10.3	5.6
Singer	M1	3.3	24.0	36.6	14.7	30.1	26.6	23.3
Pre-test	SD1	1.3	7.5	7.5	2.4	5.7	9.6	8.3
Singer	M2	3.3	28.3	39.7	16.7	30.9	28.0	25.3
Post-test	SD2	1.6	7.3	4.2	2.9	4.9	8.6	8.6
Sullivan	M1	2.8	17.7	21.9	11.1	22.6	17.7	15.3
Pre-test	SD1	0.9	6.6	11.7	3.9	8.4	11.5	7.6
Sullivan	M2	2.7	17.2	25.7	12.8	24.6	20.6	17.5
Post-test	SD2	0.9	6.2	12.5	4.0	7.0	10.7	8.1

Table 8 (Level I)
Means and Standard Deviations
for Pre and Post Reading Variables
for Two Types of Instructional Materials:
(A = Programmed; B = Non-Programmed)

School	Mean SD	Grade Score Read. Comp.	Vocab.	Auditory Discrimina.	Syll.	Beginning and Ending Sounds	Blending	Sound Discrimina.
A	M1	2.8	17.7	21.9	11.1	22.6	17.7	15.3
Pre-test	S.D1	1.0	6.6	11.7	3.9	8.4	11.5	7.6
A	M2	2.7	20.6	30.0	11.0	26.5	21.5	18.3
Post-test	S.D2	1.0	7.3	9.8	4.8	7.1	10.1	9.4
B	M1	2.7	17.2	25.7	12.8	24.6	20.6	17.5
Pre-test	S.D1	1.0	6.2	12.5	4.0	7.0	10.7	8.1
B	M2	3.1	23.5	35.0	13.7	28.5	25.1	20.1
Post-test	S.D2	1.1	8.3	8.2	4.8	6.6	10.1	9.2

Table 9 Summary of Analysis
of Covariance for Programmed vs Non-Programmed
Reading Materials with I. Q. and Pre-test
Scores as Covariates (Level I)

Variables	F
Reading Comprehension Grade Score	1.70
Vocabulary	4.81*
Auditory Discrimination	2.15
Syllabication	0.27
Beginning and Ending Sounds	0.24
Blending	0.76
Sound Discrimination	0.26

d.f. = 1.68
pl .10

Summary of Research in Elementary Reading

In conclusion we found that in comparing the use of programmed vs non-programmed reading materials gains were made in the use of both types of instructional materials but at Level II the gains were significant in the areas of Reading Comprehension and Sound Discrimination by the use of non-programmed materials and greater in blending by the use of programmed materials.

At Level I there were gains with the use of both types of reading materials, but significant gains in Vocabulary by the use of non-programmed materials selected to meet identified needs of the individual.

The Elementary Arithmetic Research

In arithmetic there was no control group identified. In schools A and B the emphasis was upon identifying and dealing with the arithmetic needs of the individual at all levels by the use of programmed materials.

Level I included grades 3 - 4, Level II included children in grades 5 - 8 as of September, 1969. All pupils at both levels were pre and post tested, using the Stanford Diagnostic Arithmetic Tests, Forms W and X, Levels I and II.

The pre test was used for diagnosis and flexible grouping of students according to the areas of identified arithmetic need. At Level I and Level II the instructional materials used were the Greater Cleveland plus the use of SRA math tapes and Encyclopedia Britannica New Math Learning Center which actually is a basic mathematics course with a total of 206 books innine subject areas: Basic Mathematics, Whole Numbers, Introduction to Modern Mathematics, Preparing for Algebra, Ratios and Proportions, Introduction to Verbal Problems in Algebra and Modern Algebra.

Table 10 shows the means and standard deviations for the pre and post tests of the Stanford Diagnostic Arithmetic Test, Level I. (These pupils used the Greater Cleveland instructional materials with the exception of 16 pupils at the fourth grade level who used the Encyclopedia Britannica New Math Laboratory Scores for only 15 of this last group were complete.) See Table 11.

Table 10 Means and Standard Deviations*
on Pre-test and Post-test, Level I, All (84)
3rd and 4th Grade Pupils - Two Schools

Variables:

		Concepts					Computation						Number Facts			
Factor	Mean S.D.	No. System	No. Operations	Decimal Place Val.	Total** Raw S.	Concepts Grade Score	Comp. Add.	Comp. Sub.	Comp. Multipl.	Comp. Div.	Total Comp.	Comp. Grade S.	Add.	Subt.	Mult.	Div
Pre-	M1	15.3	10.5	12.4	37.9	2.7	13.8	8.2	4.2	4.3	27.1	3.0	35.5	31.7	20.1	17.
test	S.D1	5.2	6.3	6.3	15.6	11.0	3.9	4.9	4.5	3.7	13.9	7.8	8.9	12.4	12.8	12.
Post-	M2	17.7	14.1	15.9	47.7	3.3	14.2	8.8	6.7	5.5	30.1	3.3	36.3	32.7	21.9	15.
test	S.D2	4.4	6.0	6.7	15.3	11.8	4.2	5.0	5.1	5.0	15.1	8.0	7.4	10.5	11.2	14.

Table 11 Means and Standard Deviations
on Pre-test and Post-test,* Level I
for Two Materials (A) Greater Cleveland and
(B) Encyclopedia Britannica Math Laboratory

Variables:

		Concepts					Computation						Number Facts			
Factor	Mean S.D.	No. System	No. Operations	Decimal Place Val.	Total** Raw S.	Concepts Grade Score	Comp. Add.	Comp. Sub.	Comp. Multipl.	Comp. Div.	Total Raw S.	Comp. Grade S.	Add.	Subt.	Mult.	Div.
Pre	M1	15.4	11.3	12.5	39.1	2.9	14.3	8.9	6.6	4.5	33.9	3.4	35.5	29.6	22.3	16.2
(A)	S.D1	6.0	7.3	7.2	19.2	1.4	3.8	5.6	6.2	4.2	17.6	0.9	9.9	12.5	13.7	14.9
Post	M2	17.1	12.7	13.9	43.7	3.1	13.8	9.1	8.1	5.6	36.1	3.6	[illegible].7	27.8	23.0	17.3
(A)	S.D2	4.9	7.3	7.7	18.1	1.4	4.8	6.2	5.8	5.3	18.9	1.1	10.3	14.4	13.9	16.1
Pre	M1	19.6	16.4	15.9	52.6	3.7	15.1	11.7	4.7	3.8	35.3	3.5	39.0	36.5	22.7	18.7
(B)	S.D1	2.5	4.6	4.1	10.1	0.9	3.3	5.1	2.6	2.7	10.9	0.5	1.6	3.2	6.6	9.3
Post	M2	20.3	17.4	15.9	53.7	3.7	14.4	11.0	7.5	5.3	38.3	3.6	39.1	36.6	25.3	12.1
(B)	S.D2	2.9	4.9	6.6	12.4	1.1	4.3	5.6	3.6	4.7	14.3	0.7	0.9	3.1	10.3	11.1

In Level II, 52 students used the Greater Cleveland programmed math material and 56, who were more advanced according to achievement, used Encyclopedia Britannica material. Grades 3-4. (See Table 16.)

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*Stanford Diagnostic Arithmetic Test Forms W and X.

**See Appendix A for possible scores on this test.

When the analysis of covariance was applied with I. Q. and pre-test scores as covariates, there was a significant difference with a probability that the difference was due to materials used in the area of Computation, Subtraction, and Number Facts-Division. This difference may be taken, however, as an indication of the emphasis of instruction on an area of specific need rather than the superiority of one material over another. *Encyclopedia Britannica Math Laboratory* was used with students who were more advanced according to pre-test.

No attempt was made to make comparisons between the academic growth of racial groups but it may be of real value to show the growth of Black children in grades three and four in the areas of Reading and Arithmetic.

Table 12 Means and Standard*
Deviations of Pre-test and Post-test for (53)
Black Pupils in Grades 3-4 Reading
in Two Counties

Factor	Mean S.D.	Read. Compre.	Grade Score	Vocab.	Auditory Discrimina.	Syll.	Beginning and Ending Sounds	Sound Discrimina.	Blending
Pre-test	M1	23.7	2.3	16.0	22.0	9.5	21.7	13.1	16.2
	S.D1	9.6	6.7	6.5	10.2	4.3	7.1	6.8	9.7
Post-test	M2	30.1	2.7	16.9	26.9	12.0	25.0	15.7	21.0
	S.D2	8.6	8.3	6.6	11.9	4.6	7.2	6.8	10.3

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*Stanford Diagnostic Reading Test, Level I, Forms *X* and *W*.

Table 13 Means and Standard Deviations*
of Pre-test and Post-test for (53) Black
Pupils in Grades 3-4 Arithmetic in
Two Counties

Variables:		CONCEPTS					COMPUTATION						NUMBER FACTS			
Factor	Mean S.D.	No. System	Operations	Decimal Place Val.	Total** Raw S.	Grade Score	Add.	Subt.	Mult.	Div.	Total Raw S.	Grade Score	Add.	Subt.	Mult.	Div.
Pre-test	M1	14.1	8.8	10.2	33.4	2.3	13.3	6.9	3.3	2.7	23.7	2.9	35.9	31.5	19.3	12.4
	S.D1	4.9	5.4	3.7	12.4	7.5	3.9	3.7	3.8	2.9	10.8	6.8	8.4	13.1	13.0	11.5
Post-test	M2	16.9	12.5	14.1	43.1	2.8	13.5	7.5	5.8	3.8	26.1	3.1	35.9	32.0	31.2	11.0
	S.D2	3.9	5.8	5.9	13.9	9.2	4.4	4.2	4.7	4.4	12.7	6.5	8.1	11.5	10.2	12.3

It has been observed that consistent gains were made by Black pupils in both reading and arithmetic by the use of programmed instructional materials.

Table 14 Means and Standard Deviations
on Pre-test and Post-test in Reading*** for
73 Black Pupils in Grades 5-8 in
Two Counties

Factor	***	Read. Compre.	Grade Score	Vocabulary	Syllabication	Sound Discrimination	Blending	Rate**
Pre-test	M1	22.9	3.8	19.7	13.7	15.3	12.4	15.7
	SD1	11.8	16.3	7.2	5.5	7.3	10.0	7.6
Post-test	M2	24.3	4.0	21.5	14.2	16.5	14.7	23.6
	SD2	9.5	17.7	7.1	5.0	7.3	9.7	11.2

* Stanford Diagnostic Arithmetic Test, Level I, Forms X and W.
** See Appendix A for possible scores.
*** Stanford Diagnostic Reading Test, Level II, Forms X and W.

Table 15 Means and Standard Deviations
on Pre-test and Post test in Arithmetic*
for 73 Black Pupils in Grades 5-8
in Two Counties

** Factor	Mean S.D.	Total Concepts	Con. Grade Score	Total Computation	Comp. Grade Score	Common Fractions	Dec. Fract. Per Cent	NUMBER FACTS				
								Add.	Subt.	Multi.	Div.	Carrying
Pre-test	M1	17.6	3.6	20.3	4.0	6.0	8.5	22.5	18.7	17.3	14.8	15.0
	S.D1	10.4	17.4	16.3	18.5	9.3	8.7	4.8	8.3	9.1	10.2	9.5
Post-test	M2	20.4	4.3	18.6	4.2	7.4	9.5	24.3	21.1	17.3	15.9	16.5
	S.D2	11.8	20.6	15.4	17.5	10.3	7.9	3.9	7.2	9.0	10.2	8.6

Significant gains were made in all areas of reading and arithmetic with these pupils by the use of programmed instructional materials.

Table 16 Means and Standard Deivations
on Pre-test and Post-test on Stanford Diagnostic
Arithmetic Test,* Grades 5-8 in Two Counties

Factor	Mean S.D.	Total Concepts	Con. Grade Score	Total Computation	Comp. Grade Score	Total C. Fractions	Decimal Fract. and Per Cent	NUMBER FACTS				
								Add.	Subt.	Multi.	Div.	Carrying
Pre-test	M1	24.0	4.7	26.6	4.5	8.6	10.8	23.4	20.9	19.5	17.6	16.9
	S.D1	13.4	23.6	15.8	17.5	11.0	9.2	4.2	7.5	8.3	9.6	8.7
Post-test	M2	26.0	5.2	25.3	4.5	9.4	11.3	24.5	22.2	19.5	18.4	17.9
	S.D2	13.2	2.3	15.9	17.9	11.1	8.6	3.4	6.2	8.3	9.4	8.2

Gains were made in most areas and when the analysis of covariance was applied with I. Q. and Pre-test scores as covariates, there was little significant difference due to the material used.

* Stanford Diagnostic Arithmetic Test, Level II, Forms W and X.

** See Appendix A for possible scores.

Conclusions

We think that the individual approach with a team teaching arrangement has produced very satisfactory results in terms of gains made in both areas of research. The use of programmed instructional material appeared to be equally successful in all areas tested except vocabulary in the reading program and the use of the Greater Cleveland Math for the lower elementary student and the slower learner in the middle school proved satisfactory. At the same time the use of the Encyclopedia Britannica New Math Learning Center was equally satisfactory with advanced lower elementary students and average and above average middle school students.

B. Descriptive Evaluation

Compilation of Reports by
Co-Op STEP Instructional Teams
in Four Schools

The design for this aspect of the total evaluation pattern for all four schools was uniform and included the following:

A. A Narrative Report by each instructional team.

B. A questionnaire based upon Objective One of the Co-Op STEP project, to be filled in by every instructional specialist and teacher intern.

C. A questionnaire based upon Objective Two of the project proposal, to be filled in by all instructional specialists only.

D. A questionnaire designed to evaluate Objective Three of the proposal, to be answered by both, the instructional specialists and the teacher interns.

E. A questionnaire designed to help the instructional specialists and the teacher interns evaluate the materials and media used in the sumer school.

F. A questionnaire providing feed back on the use of the videotape in the classroom.

G. A questionnaire to be filled out by the faculty for purposes of evaluating the library services.

H. A student questionnaire concerning library services for independent study.

I. A parent follow-up questionnaire to provide parental reaction to the "new program" and broaden the bases for further planning along the innovative lines of Co-Op STEP.

J. A student follow-up questionnaire to indicate student feelings about the innovative summer school program in the four schools.

Beaufort Elementary School Center
Co-Op STEP Program
1969
Narrative Report and Evaluation
Curtis H. Lancaster

Our professional staff consisted of one Center Director, one College Coordinator, six Instructional Specialists, eight Student Interns and one librarian. Itenerant personnel consisted of one secretary, one library aide, four bus-driver-teacher aides and one custodian. The entire staff was dedicated and worked diligently to achieve our objectives. Mr. Swart, our College Coordinator, was a tremendous asset to the entire program. I would like to request and strongly recommend that he be assigned to Carteret County for the 1970 Summer Program. I would also recommend that parents be employed as bus-driver-teacher aides. This proved extremely successful. If feasible, the very best Instructional Specialists in Carteret County should be recruited and employed.

Major emphasis was directed in the areas of language arts and mathematics. Social Studies, with the theme "Coastal Area," music, art and physical education were included in the curriculum. Field trips were made to supplement and enrich the entire program. The curriculum and time allotted each area appeared most adequate to meet the basic needs of our students. All areas were taught by instructional teams which proved satisfactory and effective.

Our faculty approached the summer program dedicated and committed to the team teaching approach, correlated instruction, large group, small group and individualized instruction and an experimental and innovative program. Teams made dedicated efforts to establish general and specific behavioral objectives and worked diligently to meet the needs of individual students on an ungraded instructional approach. Each Teacher Intern was video taped three times in a variety of activities. This proved to be most effective in helping Teacher Interns improve their instructional methods, techniques and mannerisms and to vary their instructional activities.

Sullivan Reading Materials were used on an experimental basis for our reading program. These materials were excellent for phonics and individual needs. Many of our staff members feel that storybooks that accompany the workbooks would have been of tremendous help in our total reading program. All of our teams utilized supplementary books to help achieve established behavioral objectives. The Greater Cleveland Mathematics Materials were used on an experimental and individualized basis. These materials were excellent for small group and individualized instruction. A great variety of audio-visual equipment and materials, teaching aids and instructional materials were used to help students understand and develop skills in all curriculum areas.

Students were accepted on a first-come application basis. One hundred and eighty students enrolled and participated in our summer program. Most participants were behind in expected educational and academic achievement. Nineteen percent were categorized as handicap students. We preferred a good cross-section of students, but this was not achieved. Our faculty feels that our students received many advantages, developed skills, and understanding and benefited physically, mentally, emotionally, socially and spiritually.

Stanford Diagnostic Tests in reading and mathmatics were administered to students in grades three through six. Form X, Level I was administered as a pre-test to third and fourth grade students. Form W, Level I was administered to the same students as a post-test. Form X, Level II was administered as a pre-test to fifth and sixth grade students. These students were given Form W, Level II as a post-test. The test selected was excellent for diagnosis and placement, and especially in spotting areas for instructional concentration. Improvement was made by most of our students. Our faculty feels that too much instructional time was taken for testing and recommends that students be pre-tested during May of the regular school year.

Our library was organized as a "Learning Center." Each class was scheduled to the library by choice once each week. Classes were permitted to use the library by request and students were free to use the center as desired for reading, study, research, listening to records, viewing films and exploring.

We had two excellent stations for the team-teaching approach. Two stations were too small for the number of students assigned. We attempted to compensate for this handicap by using adjoining rooms for some small group and individualized activity. Our furniture was adequate and well used for student activity and development of various learning centers. A cooling system of some type is desperately needed for faculty and student comfort, enjoyment and achievement.

Transportation was furnished for all students that lived outside the city limits. Four buses were operated by personnel who served in a dual position as bus-driver-teacher aide. This proved to be most successful and effective. One of the four employees will be employed in the same dual position for the 1969-70 regular school term.

The Co-Op STEP schedule has worked most effectively. Pre-planning workshops and local planning sessions were beneficial in planning and preparation for the summer program. The one week alloted for planning and the one week for closing and evaluation was adequate and used conscientiously by all faculty members. It is possible that seven days for planning and preparation and three days for evaluation may be more beneficial. The six weeks summer school schedule and the hours 8:00 A.M. to 12:00 noon appeared to be near perfect.

As a carry over we plan to operate a team of two teachers that teamed together this summer and one full-time teacher aide in an identical setting as used during the summer program. Approximately fifty-five first year students will be assigned to this team for the entire educational process. Sullivan Reading Materials will be utilized with the addition of directly related storybooks. Greater Cleveland Mathematics Materials will be used to supplement our Laidlaw Series. Many ideas, methods and techniques that proved successful will be continued and extended. Instruction will be on an ungraded approach. One parent that served as a bus-driver-teacher aide will also be employed to serve in the same capacity as during the summer program. Many positive findings will be initiated in all areas of our total school program.

SUMMER EDUCATIONAL TRIPS FOR CO-OP STEP
BEAUFORT ELEMENTARY SCHOOL CENTER
SUMMER, 1969

DATE	PLACE	MILES	BUSES	BUS COST	DRIVER COST	NO. OF CHILDREN	NO. OF TEACHERS	TOTAL
7-9-69	Morehead Theater	8	4	$ 4.16	$ .00	176	20	$ 88.00
	(To see Social Studies film "Depth of the Sea," and Language Arts related "Peter Pan.")							
7-16-69	Fort Macon, Atlantic Beach and Bogue Sound Ferry	56	2	14.56	.00	121	7	.00
	(Social Studies activity related to Unit of Study.)							
7-22-69	Tryon Palace	84	1	10.92	.00	38	7	54.00
	(Visit and tour for culmination of Social Studies Unit "Coastal Area.")							
7-23-69	Morehead City Captain Bill's Seafood	6	1	.78	.00	52	7	59.00
	(Cultural, enrichment and Social Studies activity. Students were served seafood dinner. Pre-orientation and post follow-up was included.)							
7-24-69	Morehead City Captain Bill's Seafood	6	1	.78	.00	40	6	46.00
	(Cultural, enrichment and Social Studies activity. Students were served seafood dinner. Pre-orientation and post follow-up was included.)							
7-25-69	Morehead City Captain Bill's Seafood	6	1	.78	.00	35	7	42.00
	(Cultural, enrichment and Social Studies activity. Students were served seafood dinner. Pre-orientation and post follow-up was included.)							
		246 miles @ .13 =		$31.98			Field Trip Cost =	$289.00

$ 31.98	Total Bus Cost
289.00	Total Field Trip Cost
$320.98	Total Field Trip Expenditure

CSE-1

SUMMARY REPORT
CO-OP STEP EVALUATION
Summer Phase

CENTER Beaufort Elementary

INSTRUCTIONAL SPECIALIST ____________ TEACHER INTERN ____________

OTHER INSTRUCTIONAL PERSONNEL ____________

DATE ____________ GRADE LEVEL OR PLATEAU NUMBER OR SUBJECT AREA ____________

OBJECTIVE ONE: To experiment with teaching on the individualized, small group and large group basis in communication and computation skills in a team teaching setting and in an atmosphere conducive to freedom to experiment and innovate involving students from all socio-economic backgrounds.

1. Did students in the summer school come from many different socio-economic backgrounds? 15 YES ____ NO

2. Did you experiment with teaching on the individualized, small group and large group basis in language arts and arithmetic? 15 YES ____ NO

3. Give one example which illustrates your use of the individualized approach to teaching. List the strengths and weaknesses of this approach.
Example - Programmed material was suited to individual's learning needs.
Strengths - Child worked at own rate, grouped according to test scores, gave opportunity to design tasks to meet an individuals particular problem, child gained confidence, made rapid progress.
Weaknesses - too time consuming, too much programmed material becomes boring, not a real class situation, impossible in a self-contained class.

4. Describe your use of small groups in the instructional program. List the strengths and weaknesses of this approach.
Example - We used small groups to teach reading and math.
Strengths - Allows teacher to find and correct the child's weaknesses, you can get better acquainted with every child's needs, made use of teacher's strengths.
Weaknesses - A few students may do all the talking or all the work, too time consuming, discipline problems may arise, group segregation.

5. What types of instruction were presented through large groups? What are the advantages and disadvantages of large group instruction?

Art, music, physical education, films, human values.

Advantages - Peer group cooperation, everyone could get exposed at one time to the material or concept; saved time.

Disadvantages - It was hard to hold attention of a large group; slow students do not learn as well in large groups.

6. Did you feel free to experiment and to develop new ideas in teaching this summer?

YES	NO
15	0

7. Which of these approaches do you plan to use in your own classroom?

Individualization	Small Group	Large Group
8	12	12

8. What recommendations do you have for future Co-Op schools with respect to Objective One?

Have smaller classes; avoid having too many children from deprived group--not a normal group; take less time from testing; combining grades 4, 5, 6 caused a little trouble in large group instruction because of space; objective one worked well.

Form CSE-2

SUMMARY REPORT
CO-OP STEP EVALUATION
Summer Phase

CENTER Beaufort Elementary

INSTRUCTIONAL SPECIALIST ____________ TEACHER INTERN ____________

DATE ____________ GRADE LEVEL OR SUBJECT ____________

OBJECTIVE TWO: To identify and provide selected instructional specialists the opportunity to gain leadership experiences in serving as team leaders in planning and teaching through individualized, small group, and large group activities, and to explore various ways of using the services of teacher interns and teacher aides.

1. In what specific ways were you able to gain leadership experiences while serving as the team leader during the summer school?
   Supervising, planning work together and advising and/or assisting the intern teacher, planning the program.

2. Does team teaching with intern teacher and teacher aides give you more, less, about the same amount of leadership responsibility and experience as you get in the traditional one-teacher classroom?
   6 MORE ____ LESS 2 ABOUT THE SAME

3. List services that the teacher intern assumed under your leadership and/or guidance.
   Keeping records, lesson planning, research and use of visual aides, planning and instruction physical education, making bulletin boards, conducting field trips, making stencils, clerical work.

4. What further experiences ought a teacher intern have to be truly prepared for the classroom?
   More study in phonics, more training in classroom management.

5. Make a list of the ways in which the teacher aides served your team.
   Assembling visual aide equipment, assisting and supervising follow up work, performing clerical duties, assisting on field trips, assisting in physical education program, taking children to library.

6. Was the intern teacher given (less, more, about the same) opportunity to gain teaching experience as you had in the traditional or the block system of teacher training? - LESS 6 MORE - ABOUT THE SAME

7. What other services could the teacher aides render?
   Very efficient--helped in every way asked, collected selected materials, helped with library grouping.

8. What conclusion would you draw from this arrangement for teacher training during the summer school?
   Gives the intern an opportunity to participate in all areas of the classroom experience, experience to have complete control of the classroom, arrangement was good, interns had a full outlook on a day's work.

9. In what ways do you plan to make use of the ideas and experiences gained during the summer school experience in your regular classroom.
   Teaching phonics, plan to have a listening center, make more efficient use of teaching aides, continue to use visual aides as in the past but add more, use the supplementary exercises from the Greater Cleveland Math to create and strengthen the math concepts, using many ideas learned this summer.

CSE-3

SUMMARY REPORT
CO-OP STEP EVALUATION
Summer Phase

CENTER Beaufort Elementary

INSTRUCTIONAL SPECIALIST ____________ TEACHER INTERN ____________

DATE ____________ GRADE LEVEL OR SUBJECT ____________

OBJECTIVE THREE: To identify and provide a selected number of assistant teachers and teacher aides an opportunity under the leadership of a master teacher to develop innovative teaching techniques and evaluate his strengths and weaknesses as a potential teacher.

Part A: DEVELOPMENT OF INNOVATIVE TEACHING TECHNIQUES

1. Describe the efforts made by your team to develop innovative teaching techniques.

   Team teaching with a team of five, complete flexibility of schedule, grades 4, 5, and 6 were combined in one ungraded room, music and art were integraled with all subjects using the thematic approach.

2. List the strengths and weaknesses of these techniques.

   Strengths - with the team teaching approach the children can have a better chance for achievement and progression, team teaching allows for small group and individualized instruction to let the teacher know the children better.

   Weaknesses- Too many were on the team.

3. To what extent were the students involved in the planning of your learning experiences?

   Children's needs determined the whole program. Reaction to size of the grouping determined grouping policy. Children at times selected what they wanted to do.

4. What recommendations would you make for such efforts another year?

   Separate grades 4, 5, 6--there is a great difference between fourth and sixth, have smaller teams, serve milk to the children.

Part B. EVALUATION OF STRENGTHS AND WEAKNESSES OF TEACHER INTERNS

	NEEDS IMPROVEMENT	SATISFACTORY	GOOD	VERY GOOD
1. Knowledge of Subject		5	6	4
2. Understanding of Child Growth and Development		5	3	7
3. Understanding of the Students Taught		4	4	7
4. Rapport with Students		3	5	7
5. Motivation of Students	1	2	4	8
6. Fairness with Students			7	8
7. Firmness with Students	2	2	5	6
8. Tact with Students and Faculty			3	12
9. Attitude Toward Work		2	5	8
10. English Habits (Oral and Written)			3	12
11. Classroom Management	3	4	6	2
12. Techniques of Teaching	1	5	4	5
13. General Appearance			4	11
14. Voice (Clearness and Modulation)	1	2	5	7

CSE-4

SUMMARY REPORT
CO-OP STEP EVALUATION
Summer Phase

CENTER Beaufort Elementary

INSTRUCTIONAL SPECIALIST ______ TEACHER INTERN ______

DATE ______ GRADE LEVEL OR SUBJECT ______

OBJECTIVE FOUR: To identify, develop and evaluate a variety of materials and media as applied to individualized, small group and large group approaches to teaching.

1. Describe two or three materials or media which you developed or used in the teaching of individuals, small and/or large groups.

   By using music and poetry to illustrate two means of expressing same subject, by using individual viewers in language arts program, programmed readers, film strips, Greater Cleveland.

2. Did these materials provide motivation and create interest among the students? (Explain.)

   Yes (10), the students always enjoyed the viewers, this helped to hold the child's interest and attention, provided a varied learning experience, met individual needs, helped to motivate.

3. Describe the effect of the use of these materials or media upon the learning of the students. (Try to be specific.)

   Music motivated the students and they asked for it and poetry often, viewers allowed children to go beyond prescribed work, they were eager to learn, (hearing) AV materials aided in student understanding.

4. Are these materials or media adaptable for usage in the regular school year? 14 YES ___ NO

5. Are these materials or media adptable for usage with other grades and subjects? 14 YES ___ NO

6. Would you recommend the use of these materials as supplementary to regular basal materials or in lieu of basal materials?

SUPPLEMENTARY TO REGULAR BASAL MATERIALS	IN LIEU OF BASAL MATERIALS
15	

7. What recommendations do you wish to make with respect to further use of these materials or media.

   Use much more music in teaching and provide viewers and tapes for much independent study, make the AV material easily accessible to every classroom, provide more audio-visual aides and materials, take less class time for testing.

8. What other materials or media would you like to have used with your students that was not used this year?

   More transparencies, paintings by well-known artists, overhead projector in each classroom, T.V. available for large group viewing, i.e. Apollo 11, opaque projector easily accessible, additional games, flannel boards.

SUMMARY REPORT
VIDEO REPORT

CENTER Beaufort Elementary

1. Was the video tape replay helpful in evaluating the teaching process?

   14 YES ___ NO

2. List the ways in which you feel the video tape replay was most helpful.

   Voice, mannerisms, seeing and hearing faults made deeper impression than being told by someone else, strengths and weaknesses are quite visible, student reaction to teaching is quite visible, assisted in objective evaluation of teaching, see yourself as others see you.

3. Recommendations for future use of T.V. tapes.

   Continue same, improve equipment, show more of student reaction to lesson presentation, permit class to have instant replay.

CSE-5c

Carteret County Supplementary Report
Summer Phase

CENTER Beaufort Elementary School

CENTER DIRECTOR Curtis H. Lancaster

DATE August 8, 1969

Supplementary Objective 1c: Carteret County is moving in the direction of team teaching in an ungraded primary and elementary school organization. Both pupils and teachers have a need to see this organization successfully demonstrated.

1. Describe the organizational pattern of the Beaufort Elementary Summer School.

   A team teaching and ungraded structure was utilized for all classes. Fifty-three first-year students were assigned to two Instructional Specialists, two Teacher Interns and one teacher aide. Thirty-nine second-year students were assigned to one Instructional Specialist, one Teacher Intern and one teacher aide. Thirty-nine third-year students were assigned to one Instructional Specialist, two Teacher Interns and one teacher aide. Fifty-one fourth, fifth and sixth year students were assigned to two Instructional Specialists, three Teacher Interns and one teacher aide.

2. Would you describe the organizational pattern as traditional (one grade to a room), ungraded (more than one grade to a room)?

   Experimentation and innovation was attempted with one grade in one room (multiage) and more than one grade in one room.

3. Briefly describe the team approach used in the Beaufort Elementary School.

   Two, three, four, and five team organization was attempted. Teams experimented with large groups, small group and individualized instructional approaches, methods and techniques. Sharing and exchange of duties and responsibilities were practiced. Each team was responsible for the total educational process of students in each group.

4. List the strengths and weaknesses of team teaching as you observed it this summer.
   1. Sharing of ideas, methods, techniques and experience
   2. Opportunity for children to relate with more than one teacher
   3. More flexible grouping for instruction
   4. Team planning and evaluation
   5. Provided for more self-directed activities

5. How was the public encouraged to observe or to react to the approach to instruction used at Beaufort Elementary School?

The public was invited and encouraged by students, radio and newspaper to visit, observe and react to the total operation of our summer school.

6. How do you plan to carry over into the regular school year the successful aspects of the summer program?

One or possibly two Instructional Specialists will be assigned to a team of two with a full-time teacher aide. This team will have approximately fifty-six first year students and will experiment with ideas, methods and techniques that proved successful during the summer program. Large group, small group and individual instruction will be presented. Further experimentation with the Sullivan Reading Series and Greater Cleveland Mathematics materials will be explored.

7. What recommendations do you have for the continuance or expansion of this program?

This type program should definitely be continued and expanded if funds are available. It is an excellent opportunity for regular teachers and student teachers to attempt new ideas in an experimental and innovative program. Additional materials and ideas should be explored during future programs, and if possible, during the regular school year.

LIBRARY PROGRAM

Margaret W. Day

Our overall objective was to provide an instructional materials center to include a broad and varied collection of books, a variety of current periodicals, and a large quantity of AV materials and equipment. One phase of our work was to provide for pupils opportunities for research, study, browsing, book selection, storytelling, use of AV materials and equipment, and instruction in the use of reference materials and the Dewey Decimal System. The other phase was to provide for the faculty materials to meet curricular needs and to serve as resource consultant.

In meeting our overall objective we had available 9,302 books, 25 periodicals, 286 recordings, 1,000 filmstrips and many pieces of equipment.

A variety and large number of books were provided for the children to choose from. The library was open to the children during the entire school day. Any child could come at any time. I was available for individual help when there was not a class in the library. Many of the children, particularly the older ones, availed themselves of the opportunity to browse and chat with me about books and other materials. Many of them learned to use AV equipment, for the first time developing responsibility and better attitudes in sharing. Correlation of field trips and use of library materials was noticeable. I was glad that many of the students were able to enjoy the magazines. Probably they do not have too many in their homes. My one regret: students could not carry library materials home with them. I understand that it was not feasible but I wish materials could have gone into their homes.

Each class had one or two class groups scheduled each week. Most classes were divided into smaller groups for which I was glad. One of my personal goals was to share my knowledge of and joy in books with the children. This was easier to accomplish in small groups or individually.

The faculty seemed to respond wholeheartedly to using library resources. All grades selected classroom collections filmstrip projectors, record players, ear phones, filmstrip previewers, records, and filmstrips. I was glad they were able to keep these materials until after the pupils had left. This last week has been a boon indeed. Afternoon work periods were used to good advantage. Internists especially used afternoon periods for consultations, preview and selection of materials for planning lessons, and browsing through books in order to assist pupils in book selection.

I tried to keep the library attractive and interesting through bulletin boards and book displays. To help children remember to take care of books each child was given a new bookmark each week, designed and made by my aide and me.

Strengths of our library program included: the large amount and variety of available materials, flexible scheduling, adequate time for faculty selection and previewing of materials and equipment.

Weaknesses include the inability of children to carry home materials and that eternal wish of every librarian: if every child loved books and reading.

It was a rewarding summer's work, and I appreciate being a part of it.

I would like to add a note about the library aide this summer: Mrs. Chadwick was efficient, conscientious, cooperative and pleasant.

Beaufort Elementary
Faculty Questionnaire

1. Rate the usefulness of the resource center to your teaching area.

Very Useful	Occasionally useful	Of no use
12	2	--

2. Did you plan your units of study to include the use of resource materials?

Frequently	Infrequently	Never	No Reaction
13	1	--	--

3. What is your opinion of departmental meetings with the librarian?

Very Important	Of Some Value	Not Necessary	No Reaction
1	11	--	--

4. How could departmental meetings be improved? Check one or more.

   More pre-planning by librarian --
   More pre-planning with teacher suggestions 6
   Satisfactory 2
   Hold more often --
   Discontinue, do not need --
   No opinion 4

5. What areas of library service have been most helpful to your classes?

   Independent Study 4
   Recreational Reading 14
   Library Skill Instruction 2
   Reference Materials 10
   Audio Visual Materials 14
   Reading Guidance 8
   None --

6. Has the instructional program been enhanced with the availability of the school's resource center?

To a Great Extent	To a Limited Extent	Was Not Used
13	1	--

7. To what extent have the audio-visual materials added to your instructional program?

Great Extent	Limited Extent	Did Not Apply
14	--	--

8. To what extent did you work with the librarian in developing parallel materials for your course of study?

Very Extensively	Considerably	Very little	Not At All
--	12	1	1

9. Which of the following materials, if any, did you use in teaching?

Filmstrips	Movies	Transparencies	Record Players	Tape Recorders	Slides
14	14	3	14	8	4

Beaufort Elementary
Summary Report

STUDENT QUESTIONNAIRE

1. What materials have you used most frequently in the resource center?

Books 110 Recordings 85

Filmstrips 88 Transparencies 0

Magazines 26 Newspapers 2

2. To what extent did the resource center help you with your class work?

Great extent 52 None 7

Frequently 55 Seldom 9

3. In what areas did you feel you needed the most help in using the resource center?

How to locate books 65
How to use the card catalog 10
How to check out and return materials 46
How to use reference books 3
How to use audio visual materials 5

4. For what purpose(s) did you use the resource center?

Study 62 Relaxation 76 Browsing 22

Research 31 Visiting 7 Didn't use 1

5. From whom did you receive the most help in using the resource center?

Teacher 49 Library Assistant 8 None of these 3

Librarian 99 Other Students 3

6. Of what value to you was the instruction in library study skills? (NOTE: Answer only if you received this instruction.)

Of Great Value 29 Did Not Need It 2

Of No Value 4 Of Limited Value 3

Report of East Carteret High School

A. H. McDonald, Jr.

During the summer school session in Carteret County, all the high school students at East Carteret High School have been involved in an enrichment program on the humanities--a study of man and his achievement. With emphasis on the modern age and the "now," contribution from all cultures have been studied. Areas covered were music and poetry, dance, history, science and mathematics, art, foods and fashion, and dramatics. The program was scheduled for one hour twice a week for five weeks.

The first area covered was music and poetry which emphasized the relationship of modern poetry and music as exemplified by Simon and Garfunkel, Rod McKuen, and Phil Ochs. A "folk sing" was planned with a folk singer from the community having charge of one session to perform and to lead the group in singing.

The music carried over into the area of dance also. Two demonstrations, one of modern interpretive dance and the other of classical ballet, showed the relationship of the two forms of dance. Then the students participated in demonstrating and teaching the teachers some of the modern dances.

Modern history was presented in the light of how the space age had influenced transportation and man's attempts to communicate with his fellow man. A discussion of how mathematics and science have influenced our history and the space age followed the viewing of the moon shot scheduled for mid-July.

The Humanities Series at East Carteret High School has emphasized drama as a vital segment of humanity. One day the student body heard a lecture by Miss Frances Farmer on the history of drama from the basic expressions and actions of the cave man, and the introduction of dialogue by the Greeks up to the sophisticated and skilled productions of today. The types of drama were explained and than a film on THE MIRACLE WORKER was shown to illustrate conflict, character portrayal, and plot analysis.

As a follow-up, on a later day, Mrs. Jacquelyn Davis' class, under her direction, presented to the student body, Shirely Jackson's one act play, THE LOTTERY. As an example of "theater in the round," they also designed and built the set. This innovation of all aspects of drama, try-outs, rehearsals, make-up, staging, and final production, was an enriching experience for both the class and the audience.

The play was video-taped and studied by the class to correlate all the aspects of humanities--"Who am I?" "What am I doing her?" It showed that there is conflict in daily life; that man everywhere is trying to find himself; and that emotions are a vital part of every man. From this study the students realized that literature, whether it be drama, short story, poetry, history, or language, is definitely a reflection of life and is an intricate part of our whole being--not an isolated subject.

In the area of art, a practicing artist from the community demonstrated some of the styles and techniques of modern art, plus a discussion on how modern work was influenced by earlier art.

Food and fashion was the next area to be discussed. The French influence on food and fashion and the English influence on fashion was shown.

In all these areas the teacher interns at East Carteret took a major role as committee chairmen in charge of one area or a guide for the student participants. There has been extensive use made of all audio-visual materials, outside speakers, and student participation. By keying in on the modern and the "now," it is hoped the students have had an enriching summer in this introductory course in the humanities.

Community Involvement of Teacher Interns in Carteret County

The teacher interns in Carteret County have found that the community involvement aspect of their jobs have been a natural part of their summer living experience. The fact that Atlantic Beach is situated in the county has made involvement in community recreational facilities a daily pleasure. The interns take an active part in the swimming, dancing, and tennis available here. Al Thompson, an intern in history, has become involved in the Babe Ruth Baseball League as an umpire and attended the East Carteret Baseball Team Uniform Dance.

Carteret County has a number of historical and cultural opportunities of which the interns have taken full advantage. The Coastal Playhouse in Beaufort, which is producing several plays during the summer, has been greatly enjoyed. The weekend of June 27-28 was the annual celebration of the Spanish Pirate Invasion in Beaufort in 1784. Three of the interns, Ann Fletcher, Claire Haines, and Libby Linville, became actively involved in the re-enactment of the invasion. Dressed as farmer's wives, the three bravely defended the town of pirates. These three interns produced two "firsts" in the history of Beaufort. They were first non-natives to ever participate in the re-enactment of the invasion and were the first women to ever help defend Beaufort. The other aspects of the weekend such as the Old Homes Tour and the Antique and Art Shows were thoroughly enjoyed by several of the interns.

The Humanities Program in East Carteret High School has provided an opportunity for the teacher interns to involve the community in school activities. Several interns were community talent scouts for the musical section of the Humanities Program. A folksinger, a ballerina, and an artist from Morehead City were "discovered" and have agreed to present demonstrations for the students in the program.

Community involvement has become a way of life rather than a task to the new residents of Carteret County.

Narrative Report
Co-Op STEP, Summer of 1969
Kay Klein, Guidance Counselor

One of the chief responsibilities of the counselor this summer has been in the area of testing: pre-test and post-test in reading and study skills for all high school students; pre-test and post-test in language for high school students enrolled in English; I. Q. tests for all students for whom we did not have scores; and pre- and post-testing for 7th and 8th grade students.

At the conclusion of both major test series the counselor coded the results, with pertinent information about each student, for use in the computer.

All 7th and 8th grade testing was done in the classroom; pre-test was administered by instructional specialists and proctored by teacher interns. Post-tests were administered by teacher interns and proctored by instructional specialists.

In the high school, all pre-testing was done in one group, administered by the counselor and protored by the intern teachers. Post-tests were given in the classrooms, administered by the teacher interns and proctored by the instructional specialists.

Intern teachers have thus had experience in administering, proctoring, and scoring tests, and in recording results on the class record sheets.

The counselor gave a group I. Q. test (Otis Gamma) to 15 students for whom no score was available, and three individual (Slossen) I. Q. tests in the elementary school, at the request of the principal.

The counselor worked with the English department in determining placement of students according to ability. She worked with all intern teachers, making student records available to them to interpret the information contained in the cumulative folders. She made study skills test results available to the librarian and helped her to form classes for instruction in use of library materials.

The idea of releasing the counselor for several days after the pre-testing had been completed and the basic data gathered, with the time to be made up after the program had been completed in order to code the post-test results worked out very well. This idea is worth repeating.

Recommendations

As far as the testing goes, it did consume quite a lot of time, particularly for the 7th and 8th grade students. Perhaps some less lengthy procedure or test administered in the spring could be used another year.

Another recommendation is that students be required to register early--perhaps the first day that the staff is working, or even before if possible. Planning can be more realistically carried out if we know how many to plan for, and who our students will be.

Perhaps the counselor could start work a few days before the others to register and test students so that the test results would be available from the start.

The humanities program was very successful and should be included in the plans for next year's program.

Some spade work should be done during the school year to promote the idea that summer school is not just for dead-heads. I believe that the students who took French, U. S. History, and Geometry for the first time this summer will be good help in spreading the word. They were among our most enthusiastic students, and felt that their time was well spent.

This was a lively summer school; the varied experiences which were planned helped to keep it so. The humanities and the use of the library opened some new doors. It was interesting to see students using the library and audio-visual room during their break, despite the oppressive heat.

Plans are in the works to continue the concept of ungraded individualized instruction in English during the 1969-70 school year at East Carteret, and I believe also at West Carteret. Mrs. Parker, who is head of the English department at East, recommended to the principal that this be tried, and the counselor is identifying students who would benefit from being in such a class before the classes are programmed. We feel that this will probably become a part of our permanent plan to help students succeed in high school and persist until graduation. We are hopeful that we will see a reduction in our failure rate in this area, and plan to make a comparison at the end of the year with the rate from previous years.

CSE-1

Summary Report
Co-Op STEP EVALUATION
Summer Phase

CENTER East Carteret High School

INSTRUCTIONAL SPECIALIST ________ TEACHER INTERN ________

DATE ________

OBJECTIVE ONE: To experiment with teaching on the individualized, small group and large group basis in communication and computation skills in a team teaching setting and in an atmosphere conducive to freedom to experiment and innovate involving students from all socio-economic backgrounds.

1. Did students in the summer school come from many different socio-economic backgrounds? 17 YES 1 NO

2. Did you experiment with teaching on the individualized, small group and large group basis in language arts and arithmetic? 18 YES 0 NO

3. Give one example which illustrates your use of the individualized approach to teaching. List the strengths and weaknesses of this approach.
   LAPs, use of SRA Drill Tapes, language master.

4. Describe your use of small groups in the instructional program. List the strengths and weaknesses of this approach.
   Strengths - all students were grouped in reading, arithmetic according to test results. This enabled each child to reach definite goals.
   Weaknesses - it is time consuming, the slower student found it difficult to work independently in small groups.

5. What types of instruction were presented through large groups? What are the advantages and disadvantages of large group instruction?
   Choral reading, films, physical education, story telling, music.
   Advantages - saves time, group feelings are stimulated.
   Disadvantages - Discipline may be a problem, hard to hold attention.

6. Did you feel free to experiment and to develop new ideas in teaching this summer? YES 19 NO 0

7. Which of these approaches do you plan to use in your own classroom?

Individualization	Small Group	Large Group
17	21	15

8. What recommendations do you have for future Co-Op STEP schools with respect to Object One?
   Tests before school opens, try to get a more nearly range of students, have a full-time reading specialist, additional day for pre-planning.

Form CSE-2

Summary Report
Co-Op STEP EVALUATION
Summer Phase

CENTER East Carteret High School

INSTRUCTIONAL SPECIALIST ____________ TEACHER INTERN ____________

DATE ____________ Grade Level or Subject ____________

OBJECTIVE TWO: To identify and provide selected instructional specialists the opportunity to gain leadership experiences in serving as team leaders in planning and teaching through individualized, small group, and large group activities, and to explore various ways of using the services of teacher interns and teacher aides.

1. In what specific ways were you able to gain leadership experience while serving as the team leader during the summer school?
   Planning the program, guiding interns in fundamentals of teaching.

2. Does team teaching with interns teachers and teacher aides give you (more, less, about the same) amount of leadership responsibility and experience as you get in the traditional one-teacher classroom?
   More 5 Less 1 About the same 1

3. List services that the teacher intern assumed under your leadership and/or guidance.
   Planning units and daily lessons, giving individual help to students, team teaching, keeping records, started class in morning.

4. What further experiences ought a teacher intern have to be truly prepared for the classroom?
   To be in charge of a regular class without another teacher present, cumulative folders, report cards.

5. Make a list of the ways in which the teacher aides served your team.
   Library aide helpful with A-V materials.

6. What other services could the teacher aides render? No reply.

7. Was the intern teacher given (more, less, about the same) opportunity to gain teaching experience as you had in the traditional or the block system of teacher training? More 3 Less 0 About the same 3

8. What conclusion would you draw from this arrangement for teacher training during the summer school? Good team teaching experience, good training.

9. In what ways do you plan to make use of the ideas and experiences gained during the summer school experience in your regular classroom? Team teaching, use more small group work, use work not found in regular text.

CSE-3

Summary Report
Co-Op STEP EVALUATION
Summer Phase

CENTER East Carteret High School

INSTRUCTIONAL SPECIALIST ______________ TEACHER INTERN ________

DATE ______________ GRADE LEVEL OR SUBJECT ________

OBJECTIVE THREE: To identify and provide a selected number of assistant teachers and teacher aides an opportunity under the leadership of a master teacher to develop innovative teaching techniques and evaluate his strengths and weaknesses as a potential teacher.

Part A: DEVELOPMENT OF INNOVATIVE TEACHING TECHNIQUES

1. Describe the efforts made by your team to develop innovative teaching techniques.

   Teaching games, individualized instruction, films, television, use of materials on several reading levels, small group instruction, use of A-V materials.

2. List the strengths and weaknesses of these techniques.

   Strengths - students learned to work together, teams prevented boredom, individual attention, progress at comfortable rate for each student, helped students and interns gain self-confidence.

   Weaknesses - too much time used in testing, small groups sometime look to teacher for answer-had to be encouraged to look for themselves.

3. To what extent were the student involved in the planning of your learning experiences?

   Students were given chance to suggest units and to teach, student response was gauged to determine success of new techniques.

4. What recommendations would you make for such efforts another year?

   Continue experimenting with new techniques, pre-test and registration should be done well ahead of first day of classes, ask students for evaluation of teacher, shorter testing schedule, interns need to know units of study well in advance.

Part B. EVALUATION OF STRENGTHS AND WEAKNESSES OF TEACHER INTERNS

	NEEDS IMPROVEMENT	SATISFACTORY	GOOD	VERY GOOD
1. Knowledge of Subject	4	6	9	3
2. Understanding of Child Growth		6	10	5
3. Understanding of the Students Taught		5	7	10
4. Rapport with Students			8	12
5. Motivation of Students		6	11	4
6. Fairness with Students	1	2	9	8
7. Firmness with Students	3	2	10	2
8. Tact with Students and Faculty	1	3	11	4
9. Attitude Toward Work	1	2	11	6
10. English Habits (Oral and Written		4	9	5
11. Classroom Management	7	4	7	4
12. Techniques of Teaching	2	3	14	4
13. General Appearance		1	15	5
14. Voice (Clearness and Modulation)	3	6	9	3

CSE-4

Summary Report
Co-Op STEP EVALUATION
Summer Phase

CENTER East Carteret High School

INSTRUCTIONAL SPECIALIST ____________ TEACHER INTERN ____________

DATE ____________ GRADE LEVEL OR SUBJECT ____________

OBJECTIVE FOUR: To identify, develop and evaluate a variety of materials and media as applied to individualized, small group and large group approaches to teaching.

1. Describe two or three materials or media which you developed or used in the teaching of individuals, small and/or large groups.
   Filmstrips, records, tapes, Follett Individualized English kits, transparencies, SRA-Reading for Understanding.

2. Did these materials provide motivation and create interest among the students? Explain.
   Students asked to use programmed material, poor readers enjoyed short books and stories, overhead projector maintained interest.

3. Describe the effect of the use of these materials or media upon the learning of the student. (Try to be specific.)
   Increased interest in math, students enjoyed seeing their papers on overhead projector and correcting them, kits enabled students to see their progress and to recognize and correct errors.

4. Are these materials or media adaptable for usage in the regular school year? Yes 21 No 0

5. Are these materials or media adaptable for usage with other grades and subjects? Yes 19 No 2

6. Would you recommend the use of these materials as (supplementary to regular basal materials) or (in lieu of basal materials? Supplementary to regular basal materials 18 In Lieu of basal materials 3

7. What recommendations do you wish to make with respect to further use of these materials or media.
   That materials be made available for use in regular school term, materials need to be ordered much earlier, more individualized material.

8. What other materials or media would you like to have used with your students that was not used this year?
   Transparencies for math, SRA Pilot Library, maps, more films.

CSE-4

Summary Report
Co-Op STEP EVALUATION
Summer Phase

CENTER East Carteret High School

INSTRUCTIONAL SPECIALIST ____________ TEACHER INTERN ____________

DATE ____________ GRADE LEVEL OR SUBJECT ____________

A. Was the Video Tape reply helpful in evaluating the teaching process?

17	0
YES	NO

B. List the ways in which you feel the video tape replay was most helpful?

Helps interns grow in self-confidence, good means of observing student reaction, good means of improving methods of presentation, helps interns see themselves as the students do, allows intern to view situations objectively.

C. What recommendations would you make for future use of T.V. Video Tape in assisting teachers to improve their teaching techniques and methods?

Save tapes to show in methods class to students preparing to teach, show tapes in P.T.A. to let parents become aware of modern teaching methods, allow classes to see films of themselves, sound equipment not adequate to pick up student responses, have evaluation while tape is being played, taping schedule for each school should be available first week.

Library Report
R. Simpson

The library at East Carteret High is divided into two main areas--a Central Reading Room and a Learning Lab. The Reading Room houses a collection of 8,320 volumes and 63 magazines and various vertical file information. During the summer Co-Op Program, reading and individual research was encouraged and pursued energetically. The students were permitted to check out as many books as they wanted with no time limit set. Even with this freedom in circulation, everyone of the 497 books which were checked out were returned.

Audio-visual materials and machines are housed in the Learning Lab. Listening-Viewing stations offer an inviting avenue of learning.

A study skills unit was taught to students from each English class who scored between 6 and 15 (with 20 the highest score possible) on the Study Skills division of the Comprehensive Test of Basic Skill. The main objective of this unit was to give each student the key to every type of material in a Library Learning Center. Thus, use of the card catalog was taught as the key to books, the Readers' Guide to periodicals, and each machine in the Learning Lab as the key to non-book materials. The teaching of the three main parts of this unit resulted in the learning of skills of procedure in using alphabetical order, which can be carried over into use of encyclopedias and dictionaries and use of a table of contents. (This was covered in learning to procure audio-visual materials.)

Students came in groups of 10 to 14 once a week for one-half hour sessions. The ver size of these small groups led to round-table discussions rather than the traditional lecture method. The discussion on each phase of the library materials was followed by a short assignment.

The follow-up for the card catalog discussion ranged from making a bibliography of five books to making a list of five books from the card catalog--each book must be in a different subject to listing 10 books found in the library which they would like to read. The second part of the assignment was to collect these books from the library shelves. The students were delighted to find that the card catalog was no longer a mystery and that the call numbers did indeed "make sense." Kinds of entries in a card catalog and the Dewey Decimal System became a logical idea.

A similar procedure was used with the Reader's Guide. The completion of a bibliography was once again followed with the actual procurement of the magazines listed. The method for checking out a magazine was explained. Once again, the students seemed fascinated by their ability to read the symbols and understand the Reader's Guide.

A demonstration on how to use each audio-visual machine was the first step in the use of non-book materials. Students were given a list composed of every type of machine in the Learning Lab. As the student demonstrated an ability to use a particular machine, it was checked off his list. The students seemed quite proud of their efficiency in using the audio-visual equipment.

Our main objective in the library this summer has been to make all our materials and services readily available to both students and teachers. An atmosphere of learning has prevailed in the Reading Rooms. The Learning Lab became an extension of the classroom. Students were eager to use all the materials which were available to them from browsing to privately previewing a film. Accessibility was a key idea throughout the summer. Our library was used by the individual student as well as by the entire student body which assembled to view activities ranging from the Apollo mission to an artist's demonstration.

Attendance & Circulation Report

Reading Room

Number students - 2,163 (checking out books, group discussions, reference, television specials, humanities)
Number books checked out - 497
Magazine readers - 450

Learning Lab

Number Students - 581

Machines Used

Film Loop	581
Duhane	102
Film Strip Viewer	117
Overhead Projector	50
Movie Projector	36
Record Player	65
Opaque Projector	52
Tape Recorder	61
Microfilm reader	Out of circulation

An Audio-visual materials catalog including all the materials available in the Co-Op Program was given to each student and teacher.

Recommendations

Summer temperatures made the school library almost unbearable. Leisure reading could not be enjoyed in this atmosphere. The students were denied the use of the microfilm readers since all microfilm had to taken out of circulation and transported to air conditioned quarters. Thus, to create a learning environment, we strongly recommend AIR CONDITIONING.

The study skills unit was available only to students enrolled in the English classes. Students enrolled in Social Studies and Math certainly could benefit from this course.

A work shop type program in A-V consisting of only two or three lessons would be a great aid to teacher interns. The use of A-V equipment as well as the production of A-V materials should be stressed to all teachers.

Pinecrest High School

The Organization of the Pinecrest Summer School was essentially ungraded. There were teams composed of instructional specialists and teacher interns who planned together, taught together and evaluated together. The day began at 7:30 A.M. and closed for students at 12:30. The day was divided into 15, twenty-minute mods. (See Appendix C)

The subject areas in which Co-Op teams operated included: English, Social Studies, Science, French, and Spanish. English classes were of three different types. In the Structured English the teaching teams decided what should be taught and what materials to be used. Learning Activity Packages were developed by the teams and large group, small group and much individual instruction characterized their work.

The Unstructured English classes were organized much the same as Structured English except that the students chose the units they wanted to study. Motivation was very good and so also were the results as determined by standardized tests, although the teams concluded that some structuring would have been an improvement.

The Humanities was an interdisciplinary approach to the teaching of English and the Social Studies. The team found that one of the greatest strengths was the effective use of teacher proficiencies. The cultural approach to the study of decades of the 20's, 30's, 40's, 50's, and 60's was successful in recreating the moods and modes, the songs, dances and literature of these five periods. Although independent study was planned and necessary, the team found it difficult to arrange for the necessary assistance in the resource center.

The science team developed many LAPs some of which proved to be too difficult and/or too long, but by trial and error and with student participation in the planning of learning activities the team developed some excellent instructional materials.

The interdisciplinary approach to the sciences meant that each member of the team had to be aware of the progress in chemistry, Biology and Physical Science. Lines of communication had to be kept open. In spite of many problems, the instructional team was excited with the student interest in the new approach.

One recommendation this team made was to limit the number and length of meetings that staff members are required to attend and thus allow more free time to develop LAPs and to evaluate as a team.

The science team concluded their report with the following statement: "The Co-Op STEP program was invaluable. It has given teacher interns and instructional specialists a chance to work in an experimental program and to grow together by learning from each other."

The foreign language teams in French and Spanish encountered similar problems. Classes were too small to give adequate experience in grouping. The teams were forced to develop teaching techniques without the use of the blackboard since they had not yet been installed. The overhead projector was used successfully for lesson presentation. The teams used a wide variety of methods, techniques and materials to keep it interesting: games, dialogues, plays, film strips, records, puppets, preparing a meal. They taught by appealing to the students' sense of sound, sight, taste, smell and touch.

The size of the class made it possible to keep close tab on pupil progress through an individual taping two times each week and then replaying these tapes from time to time. It was inevitable that there was much individualized instruction and spotting the students' problem was quite simple. One disadvantage, however, was that student interaction was limited.

Summary of Questionnaires

Pinecrest Center

Objective One: To experiment with teaching on the individualized, small group and large group basis in communication and computation skills in a team teaching setting and in an atmosphere conducive to freedom to experiment and innovate involving students from all socio-economic backgrounds.

1. Did students in the summer school come from many different socio-economic backgrounds?
   18 YES 0 NO

2. Did you experiment with teaching on the individualized, small group and large group basis (in language arts and arithmetic)?
   11 YES 0 NO 7 DOES NOT APPLY

3. Give one example which illustrates your use of the individualized approach to teaching. List the strengths and weaknesses of this approach.

   The development of LAPs. These proved to be helpful to the more capable student, but much revision had to be done before the less capable student could handle it.

   Strengths - Gave student an opportunity to work on his own. Independent study! Student had opportunity to budget his own time. Greater student participation. Better rapport between student and teacher was established.

   Weaknesses - Student did not always use time wisely. LAPs were sometimes written in terms that the student did not comprehend. Tended to promote racial cliques. Students had to overcome the idea that LAPs were just busy work.

4. Describe your use of small groups in the instructional program. List the strengths and weaknesses of this approach.

Most small group work was a follow-up of large group instruction, i.e. laboratory work, discussion, project work.

The strengths mentioned were: permitted free discussion, clarified and reinforced large group instruction, gave instructors an opportunity to learn students, and for peer groups to interact.

The chief weakness was that the more outgoing students tend to dominate discussion.

5. What types of instruction were presented through large groups? Be specific. What are the advantages and disadvantages of large group instruction?

Large Group - panel discussions, introduction of units or LAPs, the presentation of films, speakers, demonstrating, etc.

Advantages - conserves time in giving instructions, convenient use of AV materials, and gives class practice in note taking.

Disadvantages - students do not all listen carefully, students cannot all take good notes, and it is too impersonal.

6. Did you feel free to experiment and to develop new ideas in teaching this summer?

18	0
YES	NO

7. Which of these approaches do you plan to use in your own classroom?

18	18	18
Individualization	Small Group	Large Group

8. What recommendations do you have for future Co-Op schools with respect to Objective One?
   (1) Use this year's staff as consultants.
   (2) Allow interns more time to observe.
   (3) Develop two or three LAPs before school opens.
   (4) Have another workshop on team teaching.
   (5) Allow more time for uninterrupted planning.
   (6) Encourage more students to attend summer school for enrichment courses.

Form CSE-2

Co-Op STEP Evaluation
Summer Phase

CENTER Pinecrest

INSTRUCTIONAL SPECIALIST ______________________ TEACHER INTERN ________

DATE ______________ GRADE LEVEL OR SUBJECT ________________________

OBJECTIVE TWO: To identify and provide selected instructional specialists the opportunity to gain leadership experiences in serving as team leaders in planning and teaching through individualized, small group, and large group activities, and to explore various ways of using the services of teacher interns and teacher aides.

1. In what specific ways were you able to gain leadership experience while serving as the team leader during the summer school?
   a. I was forced to respect the opinions and abilities of others.
   b. As team leader I had to guide the planning sessions and assist with training experiences of the teacher interns.
   c. This experience helped me to exercise initiative.
   d. I served as team coordinator.
2. Does team teaching with intern teachers and teacher aides give you (more, less, about the same) amount of leadership responsibility and experience as you get in the traditional one-teacher classroom?
   More 7 Less 1 About the Same -
3. List services that the teacher intern assumed under your leadership and/or guidance.
   a. Conducted large group, small group, individual instruction and independent study in classroom.
   b. Assisted in record keeping
   c. Research for material
   d. Discipline
   e. Guiding students
4. What further experiences ought a teacher intern have to be truly prepared for the classroom?
   a. Extracurricular activities
   b. Public relations
   c. Interdisciplinary experiences
   d. Broader Observation program
5. Make a list of the ways in which the teacher aides served your team.
   No aides - with teams.
6. What other services could the teacher aides render?
   Typing
7. Was the intern teacher given (less, more, about the same) opportunity to gain teaching experience as you had in the traditional or the block system of teacher training?
   More 6 Less 1 About the Same -
8. What conclusion would you draw from this arrangement for teacher training during the summer school?
   a. Adequate
   b. Exciting, improves interns and specialists.
   c. Interns need more work in public relations and interdisciplinary areas.
   d. Need more pupils
   e. Successful
   f. Good, but may not be realistic for traditional schools.
9. In what ways do you plan to make use of the ideas and experiences gained during the summer school experience in your regular classroom.
   Use successful ideas
   Will use the summer school approach in the fall

CSE-3

CO-OP STEP EVALUATION
Summer Phase

CENTER Pinecrest

INSTRUCTIONAL SPECIALIST ______________ TEACHER INTERN ______________

DATE ______________ GRADE LEVEL OR SUBJECT ______________

OBJECTIVE THREE: To identify and provide a selected number of assistant teachers and teacher aides an opportunity under the leadership of a master teacher to develop innovative teaching techniques and evaluate his strengths and weaknesses as a potential teacher.

Part A: DEVELOPMENT OF INNOVATIVE TEACHING TECHNIQUES

1. Describe the efforts made by your team to develop innovative teaching techniques.

   Working together, discussing our methods, exchange of creative ideas, basing presentations on student reactions, developied LAPs, used A-V media, role playing, asked for suggestions from students.

2. List the strengths and weaknesses of these techniques.

   Strengths

   Motivated students, teamwork strengthened the program, less routine, small group work enabled teachers to know students better, LAPs allowed students to become more involved, allowed students to see more than one viewpoint, learn from each other.

   Weaknesses

   Some of the LAPs were weak, not enough small group follow up of large group activities, had to be careful not to give in totally to student suggestions, some teams were too large, students tired of LAPs and too many films; not all students able to handle independent study.

3. What recommendations would you make for such efforts another year?

   More unstructured time, orientation to teamwork, allow interns and teachers to get previous experience writing LAPs, get the entire department (including non-Co-Op) together in the beginning so common objectives can be established.

4. To what extent were the students involved in the planning of your learning experiences?

   Always ask students opinions, sometimes asked for student suggestions, frequently asked for suggestions, students chose their own interest group, planned own curriculum, students sometimes allowed to teach a class.

Part B.

INSTRUCTIONAL SPECIALISTS' EVALUATION OF STRENGTHS AND WEAKNESSES OF TEACHER INTERNS

	NEEDS IMPROVEMENT	SATISFACTORY	GOOD	VERY GOOD
1. Knowledge of Subject			8	3
2. Understanding of Child Growth and Development		1	5	5
3. Understanding of the Students Taught			6	5
4. Rapport with Students		1	2	8
5. Motivation of Students		3	4	4
6. Fairness with Students			3	8
7. Firmness with Students		2	4	5
8. Tact with Students and Faculty		2		9
9. Attitude Toward Work		1	1	9
10. English Habits (Oral and Written)			5	5
11. Classroom Management		2	6	3
12. Techniques of Teaching			7	4
13. General Appearance		1	2	8
14. Voice (Clearness and Modulation)		2	4	5

Part B. EVALUATION OF STRENGTHS AND WEAKNESSES OF TEACHER INTERNS

Intern self-evaluation

	NEEDS IMPROVEMENT	SATISFACTORY	GOOD	VERY GOOD
1. Knowledge of Subject	1	3	5	2
2. Understanding of Child Growth and Development		2	5	4
3. Understanding of the Students Taught	1	2	5	3
4. Rapport with Students		2	5	4
5. Motivation of Students	1	2	6	2
6. Fairness with Students	1	2	4	4
7. Firmness with Students		2	4	5
8. Tact with Students and Faculty	1	2	4	4
9. Attitude Toward Work	1	2	4	4
10. English Habits (Oral and Written)		2	6	3
11. Classroom Management	2	1	5	2
12. Techniques of Teaching	1	5	4	1
13. General Appearance		2	4	5
14. Voice (Clearness and Modulation	1	1	7	2

CSE-4

Co-Op STEP EVALUATION
Summer Phase

CENTER Pinecrest

INSTRUCTIONAL SPECIALIST ____________ TEACHER INTERN ____________

DATE ____________ GRADE LEVEL OR SUBJECT ____________

OBJECTIVE FOUR: To identify, develop and evaluate a variety of materials and media as applied to individualized, small group and large group approaches to teaching.

1. Describe two or three materials or media which you developed or used in the teaching of individuals, small and/or large groups.

   Records, movies, tapes, films, overhead projectors, filmstrips, video tapes, television, resource people, paperbacks.

2. Did these materials provide motivation and create interest among the students? Explain.

   Yes (18), some students had difficulty reading, at first, but novelty soon wore off, stimulated desire to do research, motivated conservation in small group, tapes gave students opportunity to see themselves, enjoyed using equipment, student knew what was expected.

3. Describe the effect of the use of these materials or media upon the learning of the student. (Try to be specific.)

   Answer was not appropriate for the question. Able to see what was taking place, increased learning in subject area, provided review in different context from lecture, LAPs made students develop study skills because of a need to use reference materials, students became involved, helped to develop topics, provided tremendous stimulation and motivation, decreased routine.

4. Are these materials or media adaptable for usage in the regular school year? 18 YES ____ NO

5. Are these materials or media adaptable for usage with other grades and subjects? 18 YES ____ NO

6. Would you recommend the use of these materials as (supplementary to regular basal materials) or (in lieu of basal materials?)

   9 Supplementary to regular basal materials

   9 in lieu of basal materials

2 OF 2

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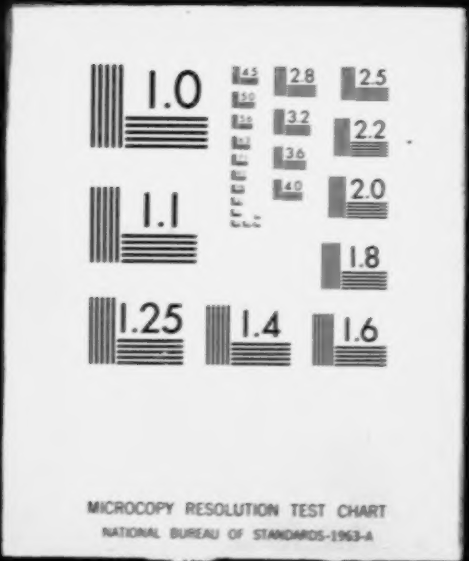

1.0
2.8
2.5
3.2
2.2
3.6
4.0
2.0
1.1
1.8
1.25
1.4
1.6
MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

7. What recommendations do you wish to make with respect to further use of these materials or media.

   Purpose should be known to students, preview films, more materials, the materials should be used more often, do not overuse materials, have more than one copy of resource work, more current films, provide a means of darkening rooms, a catalog of all A-V materials, instruction in use of audio-visual machines.

8. What other materials or media would you like to have used with your students that was not used this year?

   Slide projector, transparencies, microfilm, closed circuit T.V., video-tapes for lectures, more visual materials related to mechanics of language, more current movies, programed material, art materials, materials on dialect, opaque projector, movie camera, simulations, language lab.

CSE-4

SUMMARY REPORT
CO-OP STEP EVALUATION
SUMMER PHASE

CENTER Pinecrest

INSTRUCTIONAL SPECIALIST ______________ TEACHER INTERN ______________

DATE ______________ GRADE LEVEL OR SUBJECT ______________

A. Was the Video Tape replay helpful in evaluating the teaching process?

15	1	2
YES	NO	OF LIMITED VALUE

B. List the ways in which you feel the video tape replay was most helpful.

Reveled personal habits needing correction, revealed voice modulation and diction, good means of observing student reaction, valuable means of improving methods of presentation, self-evaluation for teacher intern and instructional specialist, provided objective instrument for teacher-intern critique, student self-evaluation.

C. What recommendations would you make for future use of T.V. Video Tape in assisting teachers to improve their teaching techniques and methods.

Criticism of student teacher should not be done before class, T.V. should not be in nature of a show--should be spontaneous, better scheduling of T.V. tape replays, taped more frequently, create a situation for taping so that class and teacher are unaware of taping, use tapes of other student teachers to illustrate methods and techniques, use tapes of other departments in interdisciplinary approach to learning.

CSE-5a

Moore County Supplementary Report
Summer Phase

CENTER Pinecrest High School

ACTING CENTER DIRECTOR Mr. Larry Marker

DATE July 31, 1969

Supplementary Objective 1a

> In Moore County a new consolidated high school will be operated on a trial basis in preparation for the Fall opening. Co-Op instructional specialists and intern teachers will assist in the program using the team approach in English, Science, French, Spanish, and Social Studies. Individually prescribed instruction, modular scheduling, flexibility, ungradedness, and some interdisciplinary instruction will characterize the summer school.

1. How many Co-Op instructional specialists were employed in your school during the summer program? 9

2. How many St. Andrews teacher interns did you have on your staff? 13

3. In what subject areas were these people engaged? English, Social Studies, French, Spanish, Music

4. Describe the organizational pattern of the summer school.
   This was a cooperative venture involving Title III (Co-Op), Title I, Title III (Pinecrest), LINC, U.N.C.-Chapel Hill and Moore County Board of Education--all organized to operate within the framework of Pinecrest School administration and regular faculty.
   Departments were organized according to subject areas and teams were formed within each department.

5. Attach a sample of the schedule. See Appendix C.

6. In what specific ways were students individual instructional needs handled? Learning Activity Packages were developed to meet specific needs of every child. Every student was tested and those needing remedial reading and/or study skills were given individual help in these areas.

7. What effort was made to experiment with ungradedness? All students in each department were ungraded.

8. What effort was made to experiment with interdisciplinary instruction? A Humanities Course was developed jointly by an English Team and a Social Studies Team working together with 60 students.

9. What were the outstanding strengths of this summer program with respect to the Co-Op STEP Personnel? The team approach to individual instruction.

10. What weakness (if any) did you observe in the use of intern teachers on instructional teams with instructional specialists?
    There was no general weakness. There were times when communication might have been improved.

11. In what specific ways did the summer school prepare teachers and students for the opening of the new school?
    The regular faculty and many of the regular students got accustomed to modular scheduling and the faculty had opportunity to develop instructional materials.

12. Make any recommendations you care to with respect to further use of Co-Op teachers.
    I think that the use of teacher interns added much to the program and should be continued another year. They should have training prior to summer school in writing LAPs.

Report of
Pinecrest High School
Resource Center

The resource center was open each school day from 7 A.M. - 4 P.M. with a full-time staff of two librarians and one aide. In addition, a second aide was employed the first two weeks of the summer program to work solely with the audio-visual equipment.

No record of attendance was kept. Due to the team teaching approach to instruction, one or more small groups worked in the resource center every day. These came from all departments and were accompanied by teachers, who worked with the librarians. All students were on scheduled independent study time. Most of this was done in the resource center.

Book materials used in, and circulated from the center were primarily those in the reference and non-fiction classes. Less recreational reading was done than is noted during regular sessions of school. The request for audio-visual materials exceeded that of book materials.

The English, Humanities, Science and Math departments maintained reserve reading shelves. Listening and viewing areas were available, and widely used by both students and faculty.

The librarians were pleased with the effects of team teaching on the use of resource materials. By having one team free to plan and locate materials prior to their teaching, reading lists became available to us in advance of their immediate need. Through the use of the LAP (Learning Activity Packets) the resource center was provided with a course of study from each department. LAPs also encouraged student supplemental reading since they incorporated bibliographies into them.

All students were pre-tested the first day of school with the Comprehensive Tests of Basic Skills, Form Q Level 4. Students who ranked in the lower percentiles on library and study skills were scheduled in groups of fifteen to twenty, for instruction in this area. The librarian taught the following library skills; Dewey Decimal System, the card catolog, the readers' guide, reference books, and the dictionary. On the final day of summer school these students were post-tested using the Comprehensive Tests of Basic Skills, Form R Level 4. Results are pending an analysis in progress at Chapel Hill.

The use of audio-visual equipment was wide-spread. All departments were using maps, globes and charts, models, record players, tape recorders, 16 MM, opaque, and filmstrip projectors. Tape recorders and opaque projectors were requested from more faculty personnel than had been anticipated. Dr. Don Tarbet, School of Education, U.N.C. did a survey on audio-visual equipment for the resource center, and recommended to the administration that additional tape recorders and opaque projectors be purchased.

The center was lacking in an adequate supply of current magazines and newspapers. More of these may have encouraged recreational reading.

The materials used most frequently by the students were the book materials; reference, reserve, and non-fiction. Students indicated the resource center helped them frequently in their class work. Locating books was the area in which they needed the most help, and teachers provided this help.

If the students who received instruction in library skills, less than a majority indicated it had been of great value. Even though these students ranked in the lower percentile on the pre-test of library skills, five percent checked the "didn't need" blank on the question concerning the value of library skills.

Evaluation of Faculty Questionnaire

Of the seventeen teachers who returned the questionnaire, twelve of them said the resource center had been useful to them. Fifteen planned their work to include resource materials. They found the audio-visual materials most helpful, and used more filmstrips than any other audio-visual materials. Only one indicated he had not worked with the librarian in developing materials for study. Ten teachers favored pre-planning departmental meetings with teacher suggestions.

PINECREST LIBRARY REPORT
STATISTICAL REPORT

I. Circulation
  A. Student
    1. Books - 199
    2. Non-book materials
      (a) Filmstrips - 7
      (b) Recordings - 4

Note: Students were free to use listening and viewing materials during independent study time. This was done in the labs as well as the resource center. Thus, the statistical data on student use of non-book materials is not indicative of the actual use made of these materials.

  B. Faculty
    1. Books - 379
    2. Non-book materials
      (a) Filmstrips - 92
      (b) Recordings - 73
      (c) Tapes - 12
      (d) Transparencies - 203
      (e) Films - 50

NOTE: LINC contributed 216 films to the program.

II. Reference Questions

  A. Student - 35

  B. Faculty - 23

PINECREST
FACULTY QUESTIONNAIRE

1. Rate the usefulness of the resource center to your teaching area.
Very useful 12 Occassionally useful 6 Of no use ____

2. Did you plan your units of study to include the use of resource materials?
Frequently 16 Infrequently 1 Never 1 No reaction ____

3. What is your opinion of departmental meetings with the librarian?
Very important 5 Not necessary 1 Of some value 11 No reaction 2

4. How could departmental meetings be improved? Check one or more.
More pre-planning by librarian 4
More pre-planning with teacher suggestions 11
Satisfactory 5
Hold more often 3
Discontinue; not needed ____
No opinion ____

5. What areas of library service have been most helpful to your classes?
14 1. Independent Study
5 2. Recreational Reading
7 3. Library Skill Instruction
12 4. Reference Materials
16 5. Audio Visual Materials
5 6. Reading Guidance
____ 7. None

6. Has the instructional program been enhanced with the availability of the school's resource center? To a great extent 11 To a limited extent 8 Was not used ____

7. To what extent have the audio-visual materials added to your instructional program?
Great extent 17 Limited extent 1 Did not apply ____

8. To what extent did you work with the librarian in developing parallel materials for your course of study? Very extensively 4 Considerably 7 Very little 5

9. Which of the following materials, if any, did you use in your teaching?
Filmstrips 18 Movies 17 Transparencies 10
Record Players 16 Tape Recorders 15 Slides 8

10. Did you observe any scholastic interest beyond your minimum class requirements because of the resource materials?
Yes 11 No 2 No Comment 3

Pinecrest
Student Questionnaire
(Resource Center)

1. What materials have you used most frequently in the resource center?

Books 52 Recordings 10

Filmstrips 25 Transparencies 1

Magazines 20 Newspapers 20

2. To what extent did the resource center help you with your class work?

Great extent 22 None 5

Frequently 27 Seldom 10

3. In what areas did you feel you needed the most help in using the resource center?

How to locate books 26
How to use the card catalog 8
How to check out and return materials 5
How to use reference books 18
How to use audio visual materials 15

4. For what purpose (s) did you use the resource center?

Study 46 Relaxation 12 Browsing 9

Research 29 Visiting 14 Did not use 3

5. From whom did you receive the most help in using the resource center?

Teacher 33 Library Assistant 7 None of these 13

Librarian 10 Other Students 9

6. Of what value to you was the instruction in library study skills. (NOTE: Answer only if you received this instruction.)

Of Great Value 16 Did Not Need It 10

Of No Value ________ Of Limited Value 13

PINEHURST LEARNING CENTER

by

Milton J. Sills

At Pinehurst Learning Center a team approach was used on three different plateaus. The rising third grade was contained in one instructional area with a team of two to four instructual specialists and interns at all times. This group utilized the specialists to assist pupils having learning difficulties, in reading, speech and drama. This group was also given two periods of French instruction weekly by the high school French teachers and interns.

The second plateau (rising 4th, 5th, and 6th) were in three instructional areas with an exchange of students for math, science and social studies. Language Arts was taught by the instructional specialist, Interns, and other specialists in the first two mods daily.

The third plateau (rising 7th and 8th) also used a team approach utilizing instructional areas that accommodated all students and the instructional staff. There were three teaching stations for primary groups rotated on modular schedule to allow for individualized instruction. In addition to the primary stations an area for independent study, counseling, guidance and small group instruction was available. This area was equipped with a comfortable chair, reading lamp, typewriter, tape recorders, and materials to be used as specific instructional aids.

There was planning daily within the instructional groups as well as overall team planning. A directed effort was made to utilize strengths and minimize weaknesses of each team member, however all teachers were able to contribute to each study area. Daily evaluations to discuss overall team problems were held immediately following the instructional day.

Team teaching allowed the instructional staff to test, diagnose, and observe individual needs of students. It also allowed a flexible schedule in which the curriculum could be child centered. Team teaching allowed for large group, small group instruction or a one to one basis, or tutoring according to the needs of the group or individual.

Small groups were selected on the basis of diagnostic testing and individual observation. Homogenous groupings on the basis of I. Q. was never practiced. These groups changed as the students needs varied.

Large group instruction was particularly successful in the presentation of values, social studies, film presentations, resource persons, and assemble programs. All students in the program participated in the field trips.

Parents were invited to visit the program, and to be guest at all assembly programs. Parent conferences with individual team members were arranged. Parent bus driver aides proved very successful.

Conclusions:

1. Team teaching allowed more time for individualized and small group instruction.
2. Greater depth in subject areas was possible because of the utilization of teacher proficiencies.
3. Having the librarian as a member of the instructional team added strength and breadth to classroom teaching by providing enriching resource materials.
4. Having the audio visual equipment and suitable materials available for our use was an indispensable factor in the success of the summer program.
5. The use of resource people whose travels were shared with the classes proved to be of real value.
6. The French lessons correlated nicely with the study of France and its culture.
7. Every child had a chance to experience some success every day.
8. The use of diagnostic tests followed by appropriate placing of pupils into flexible learning groups proved to be a strong point in the summer program.
9. The period each day spent in discussing values was beneficial.
10. The use of video tape is a help to everyone in the classroom - teacher interns, instructional specialists, and students.
11. Field trips, closely correlated with classroom instruction tended to reinforce concepts.

"I am convinced that team teaching is good, that children learn best under this situation, that team teaching removes the stigma of slow learning, thus making for a happier, better adjusted child."

Georgia G. Cagle
Instructional Specialists

Recommendations:

1. Early identification of all instructional teams - say in January.
2. The diagnostic testing of all students in April so that the data for summer school pupils will be available one week prior to the opening of school.
3. Have a full-time reading specialist for the elementary schools.
4. Have some type of sensitivity training for Co-Op teams.
5. Keep class interruptions to a minimum.
6. The selection of participants in the summer program needs to be re-examined and possibly some other method of screening devised.
7. Air condition some of the large areas anyway.
8. We need two more days for planning and two less days for evaluation since we have evaluation sessions every week.

CSE-1

Summary Report
Co-Op STEP EVALUATION
Summer Phase

CENTER Pinehurst

INSTRUCTIONAL SPECIALIST ____________ TEACHER INTERN ____________

DATE ____________ GRADE LEVEL OR PLATEAU NUMBER OR SUBJECT AREA ____

OBJECTIVE ONE: To experiment with teaching on the individualized, small group and large group basis in communication and computation skills in a team teaching setting and in an atmosphere conducive to freedom to experiment and innovate involving students from all socio-economic backgrounds.

1. Did students in the summer school come from many different socio-economic backgrounds? YES 18 NO 1

2. Did you experiment with teaching on the individualized, small group and large group basis in language arts and arithmetic? YES 18 NO 1

3. Give one example which illustrates your use of the individualized approach to teaching. List the strengths and weaknesses of this approach.
   LAPs, the use of SRA Drill Tapes, language master.

4. Describe your use of small groups in the instructional program. List the strengths and weakness of this approach.
   Strength - all students were grouped in reading and arithmetic according to test results and this enabled each child to reach definite goals.
   Weaknesses - it is time consuming, the slower students found it difficult to work independly in small groups.

5. What types of instruction were presented through large groups? What are the advantages and disadvantages of large group instruction?
   Choral reading, films, physical education, story telling, French.
   Advantages - group feeling is stimulated.
   Disadvantages - disclipline may be a problem, too time consuming.

6. Did you feel free to experiment and to develop new ideas in teaching this summer? YES 19 NO 0

7. Which of these approaches do you plan to use in your own classroom?
   All planned to use all three types of approaches when the situation demanded it.

8. What recommendations do you have for future Co-Op schools with respect to Objective One?

   Test before school opens, try to get a more nearly range of students, have a full-time reading specialist, additional time for pre-planning.

CSE-2

Summary Report
Co-Op STEP EVALUATION
Summer Phase

CENTER Pinehurst

INSTRUCTIONAL SPECIALIST ____________ TEACHER INTERN ____________

DATE ____________ GRADE LEVEL OR SUBJECT ____________

OBJECTIVE TWO: To identify and provide selected instructional specialists the opportunity to gain leadership experiences in serving as team leaders in planning and teaching through individualized, small group, and large group activities, and to explore various ways of using the services of teacher interns and teacher aides.

1. In what specific ways were you able to gain leadership experience while serving as the team leader during the summer school?
   Working with the teacher interns to develop and evaluate new teaching procedures and materials.

2. Does team teaching with intern teachers and teacher aides give you (more, less, about the same) amount of leadership responsibility and experience as you get in the traditional one-teacher classroom?
   More 8 Less 0 About the same 1

3. List services that the teacher intern assumed under your leadership and/or guidance. All types of instruction, daily planning, roll and registration, conduct and evaluate field trips, assist with teaching.

4. What further experiences ought a teacher intern have to be truly prepared for the classroom? The teacher interns seemed to need a stronger background in phonics, cutting and running of stencils, arranging of library materials.

5. Make a list of the ways in which the teacher aides served your team.
   Assisted with visual aides equipment, preforming clerical duties, loading buses, drove buses, assisted with refreshments, physical education.

6. What other services could the teacher aides render? Not any.

7. Was the intern teacher given (less, more, about the same) opportunity to gain teaching experience as you had in the traditional or the block system of teacher training? More 8 Less 0 About the same 1

8. What conclusion would you draw from this arrangement for teacher training during the summer school? Excellent preparation for the regular school year because it allows the teacher intern to observe the opening and the closing of school and a sample of all the activities of the regular year.

9. In what ways do you plan to make use of the ideas and experiences gained during the summer school experience in your regular classroom? Plan to team teach, plan to use foreign language, choral reading, LAPs.

CSE-3

Summary Report
Co-Op STEP EVALUATION
Summer Phase

CENTER Pinehurst

INSTRUCTIONAL SPECIALIST ________ TEACHER INTERN ________

DATE ________ GRADE LEVEL OR SUBJECT ________

OBJECTIVE THREE: To identify and provide a selected number of assistant teachers and teacher aides an opportunity under the leadership of a master teacher to develop innovative teaching techniques and evaluate his strengths and weaknesses as a potential teacher.

Part A: DEVELOPMENT OF INNOVATIVE TEACHING TECHNIQUES

1. Describe the efforts made by your team to develop innovative teaching techniques.

Rooms were arranged to provide for three teaching stations and for a number of small group instruction centers; assembly programs; field trips; children were encouraged to do independent study and research.

2. List the strengths and weaknesses of these techniques.

Strengths - team teaching approach allowed sometime for planning and preparation of material during the day, interest groups were encouraged and motivation was high among the above average students.

Weaknesses - motivation was difficult among the slow students.

3. To what extent were the students involved in the planning of your learning experiences?

Students were encouraged to express their ideas but most of the work was planned before the student came.

4. What recommendations would you make for such efforts another year?

More use could be made of the library, groups need to be identified before school opened.

Master Teacher

Part B. EVALUATION OF STRENGTHS AND WEAKNESSES OF TEACHER INTERNS

	NEEDS IMPROVEMENT	SATISFACTORY	GOOD	VERY GOOD
1. Knowledge of Subject		1	6	1
2. Understanding of Child Growth and Development		2	6	
3. Understanding of the Students Taught		3	5	
4. Rapport with Students		2	2	4
5. Motivation of Students		3	4	1
6. Fairness with Students			4	4
7. Firmness with Students		4	4	
8. Tact with Students and Faculty	1	1	2	3
9. Attitude Toward Work		2	4	2
10. English Habits (Oral and Written)		1	4	3
11. Classroom Management		3	4	1
12. Techniques of Teaching	1	2	4	1
13. General Appearance			4	4
14. Voice (Clearness and Modulation)	1	2	4	1

TEACHER INTERNS

Part B. EVALUATION OF STRENGTHS AND WEAKNESSES OF TEACHER INTERNS

	NEEDS IMPROVEMENT	SATISFACTORY	GOOD	VERY GOOD
1. Knowledge of Subject		2	8	1
2. Understanding of Child Growth and Development		2	7	2
3. Understanding of the Students Taught		2	6	3
4. Rapport with Students		1	5	5
5. Motivation of Students		2	6	3
6. Fairness with Students		1	3	7
7. Firmness with Students	2	5	2	2
8. Tact with Students and Faculty	1	2	6	1
9. Attitude Toward Work			5	6
10. English Habits (Oral and Written)	1		7	3
11. Classroom Management	2	3	6	1
12. Techniques of Teaching	2	2	7	
13. General Appearance		1	5	5
14. Voice (Clearness and Modulation)		3	5	3

CSE-4

Summary Report
Co-Op STEP EVALUATION
Summer Phase

CENTER Pinehurst

INSTRUCTIONAL SPECIALIST ____________ TEACHER INTERN ____________

DATE ____________ GRADE LEVEL OR SUBJECT ____________

OBJECTIVE FOUR: To identify, develop and evaluate a variety of materials and media as applied to individualized, small group and large group approaches to teaching.

1. Describe two or three materials or media which you developed or used in the teaching of individuals, small and/or large groups.

   Games, puzzles, LAPs, Master SRA Drill Tapes, some programmed material, lab experience in scienc.

2. Did these materials provide motivation and create interest among the students? Explain. YES 11 NO 0

3. Describe the effect of the use of these materials or media upon the learning of the student.

   Music, art and poetry were used to reinforce the regular instruction, A-V materials used, small centers allowed the student to go beyond the regular class instruction and provided much enrichment, test results show significant gain in reading and arithmetic.

4. Are these materials or media adaptable for usage in the regular school year? YES 19 NO 0

5. Are these materials or media adaptable for usage with other grades and subjects? YES 19 NO 0

6. Would you recommend the use of these materials as (supplementary to regular basal materials) or (in lieu of basal materials)?
   Supplementary to regular basal materials 8 In lieu of basal materials 8

7. What recommendations do you wish to make with respect to further use of these materials or media?

   Continue using these materials, provide "Right and See" books for each child, over lays would cut down the cost of instructional materials.

8. What other materials or media would you like to have used with your students that was not used this year?

   More transparencies, more records, art materials.

Moore County Elementary School Supplementary Report
Summer Phase

CENTER Pinehurst

CENTER DIRECTOR Milton J. Sills

DATE July 31, 1969

Supplementary Objective 1B:

> Moore County is moving in the direction of the establishment of middle schools. The communities affected by this change need to be prepared to accept the new organizational pattern.

1. How was the Pinehurst Learning Center organized?

A team approach was used on three different plateaus. The rising third grade was contained in one instructional area with a team of two to four instructual specialists and interns at all times. This group utilized the specialist in learning difficulties, in reading, and in speech and drama. This group was also given one and a half periods weekly of French instruction by a specialist.

The second plateau (rising 4th, 5th, and 6th) were in three instructional areas with an exchange of students for math, science, and social studies. Language Arts was taught by the instructional specialist, Interns, and other specialist in the first two mods daily.

The third plateau (rising 7th and 8th) also used a team approach utilizing instructional areas that accommodated all students and the instructional staff. There were three teaching stations for primary groups rotated on modular schedule to allow for individualized instruction. In addition to the primary stations as area for independent study, counseling, guidance and small group instruction was available. This area was equipped with comfortable seats, reading lamps, typewriter, tape recorders, and materials to be used as specific instructional aides.

2. Describe how the instructional teams worked?

There was planning daily within the instructional groups as well as overall team planning. A directed effort was made to utilize strengths and minimize weaknesses of each team member, however, all teachers were able to contribute to each study area. Daily evaluations to discuss overall team problems were held immediately following the instructional day.

3. In what ways did this team arrangement provide opportunity for meeting the learning needs of individual students?
   Team teaching allowed the instructional staff to test, diagnose, and observe individual needs of students. It also allowed a flexible schedule in which the curriculum could be child centered. Team teaching allowed for large group instruction and a one to one basis of tutoring according to the needs of the group or individual.

4. How were small groups selected and taught? When did these small groups change?
   Small groups were selected on the basis of diagnostic testing and individual observation. Homogenous grouping on the basis of I. Q. was never practiced. These groups changed as the students needs varied.

5. Describe ways that large group instruction was effective?
   Large group instruction was particularly successful in the presentation of values, social studies, film presentations, use of resource persons, and assembly programs. All students in the program participated in the field trips.

6. In what ways were parents of this community involved in the Pinehurst Learning Center?
   Parents were invited to visit in the program and to be guest at all assembly programs. Parent conferences with individual team members were arranged. Parent bus-driver aides proved very successful.

7. What resource people or civic organizations were invited to participate in the summer program?
   Mrs. Charles R. Pope, a parent, who had spent severl years in the Orient shared knowledge and slides with the lower plateau.
   Dr. David L. McLean, Professor of Antropology of St. Andrews College, and former Missionary Teacher in Africa gave three different presentations on the people, music, customs, tools, and superstitions of the African people.
   Miss Patricia Herring, Winston Salem Teacher College, gave a folk music presentation from American and African folk music.
   Mrs. Samuel Howell presented a history of music and dance with an outstanding presentation on syncopation.
   Dr. Charles Lowery presented a patriotic study of religious customs.
   Mrs. Ruth Sinclair rendered an organ concert and gave a developmental history of the organ.
   Miss Cathy Cameron was guest pianist for the culmination activity given on the closing day of the program. She served as resource pianist throughout the program.
   Mrs. Dora Wedlock, Supervisor of Moore County Schools, did special art consultation and demonstrations with all groups.

The J. P. Steven's Carpet Company contributed burlap and yarn to be used in individual art projects, bulletin boards and costumes.

The Fairway Motel, Southern Pines, invited all student interns to swim free from 3-6 p.m. daily in the motel pool.

Mrs. Donald Whitesell gave a presentation on Europe-the past and present. She utilized slides and dialogue in her comparative analysis. This was presented to the first and second plateaus.

8. In what ways do you feel that the summer program has helped to prepare the people of Pinehurst for the Middle School?

The summer program at Pinehurst was visited by many faculty members in addition to having two staff members as team members in the summer program. The parents of the students in the program were frequent visitors. The program demonstrated how exciting facilities and materials can be adapted to an innovative middle school program.

IN RECOGNITION OF STUDENT INTEREST AND COOPERATION DURING THEIR ANNUAL VISIT TO

THE NORTH CAROLINA MUSEUM OF HISTORY

THE DEPARTMENT OF ARCHIVES AND HISTORY

HEREBY SALUTES

Project Coop Schools

AND THEIR TEACHERS

Mrs. Guy A. Pandor

AS A MOST COURTEOUS AND INTERESTED GROUP

July 16, 1969

Joye E. Jordan
MUSEUMS ADMINISTRATOR

H. G. Jones
DIRECTOR, DEPARTMENT OF ARCHIVES AND HISTORY

CSE-4

Summary Report
Co-Op STEP EVALUATION
Summer Phase

CENTER Pinehurst

INSTRUCTIONAL SPECIALIST ____________ TEACHER INTERN ____________

DATE ____________ GRADE LEVEL OR SUBJECT ____________

A. Was the Video Tape reply helpful in evaluating the teaching process?

YES	NO	SOMEWHAT
16	2	1

B. List the ways in which you feel the video tape replay was most helpful.

Self-evaluation, observing pupil reactions, evaluation of interns, motivated students.

C. What recommendations would you make for future use of T.V. Video Tapes in assisting teachers to improve their teaching techniques and methods.

Do more video taping, tapes more readily available for teacher use, announce the taping sessions, tape short sessions, store the better tapes, better equipment and more professional staff, tape the teachers teaching separately, show tapes in team meetings.

PINEHURST
STUDENT QUESTIONNAIRE

1. What materials have you used most frequently in the resource center?

Books	73	Recordings	34
Filmstrips	61	Transparencies	13
Magazines	19	Newspapers	12

2. To what extent did the resource center help you with your class work?

Great extent	64	None	4
Frequently	23	Seldom	10

3. In what areas did you feel you needed the most help in using the resource center?

How to locate books 36
How to use the card catalog 18
How to check out and return materials 17
How to use reference books 18
How to use audio visual materials 42

4. For what purpose(s) did you use the resource center?

Study	52	Relaxation	21	Browsing	16
Research	36	Visiting	17	Did not use	5

5. From whom did you receive the most help in using the resource center?

Teacher	54	Library Assistant	16	None of these	3
Librarian	35	Other Students	10		

6. Of what value toyou was the instruction in library study skills.

Of Great Value	62	Did not Need It	7
Of No Value	5	Of Limited Value	15

Follow-Up
Parent Questionnaire

Approximately six weeks after the close of the summer school, a questionnaire was mailed to a random ampling of the parents of children who participated in the summer school program in the four Co-Op Schools. In most cases the number of those who replied to the questionnaire was disappointing. The results are included as an indication of parental and student reaction to the new program, i.e., team teaching, ungradedness, and individualized instruction.

Table 17
Beaufort Elementary Parent Questionnaire
15 Per Cent Response

	Per Cent of Total Responses		
	New Program	Old Program	No Difference
1. The program in which you feel that your child gets the most help from his teacher...........	75	25	0
2. The program in which you feel that your child learns most....................................	75	25	0
3. The program in which you feel your child is most comfortable and happy....................	63	37	0
4. The program in which your child has a clearer idea of what is expected of him...............	75	25	0
5. The program in which your child has a better chance of catching up if he should fall behind.	87	13	0
6. The program in which your child is more afraid, anxious or frustrated.........................	12	62	25
7. The program in which your child has more interest in learning..........................	63	37	0
8. The program which you, as a parent, find more interesting..................................	75	25	0
9. The program in which students have the greater opportunity to use the library................	38	37	25
10. The program in which your child has greater opportunity to use film strips, records, viewing, and listening materials in school.....	63	37	0

	Per Cent of Total Responses		
	New Program	Old Program	No Difference
11. The program that permits a student more nearly to learn at his own rate..........	75	25	0
12. The program that diagnoses the students learning problems more carefully.........	75	25	0
13. The program in which you feel your child gained the most enrichment...............	50	37	13
14. The program which you feel motivates your child best.............................	75	25	0
15. The program with which you, as a parent, are most satisfied......................	75	25	0
16. The program your child prefers...........	75	25	0
Total Mean Per Cent	66	30	4

Table 12
Beaufort Elementary
Student Questionnaire Follow-Up
25 Per Cent Returns

	Per Cent of Total Responses		
	New Program	Old Program	No Difference
1. The program in which you feel that you got the most help from your teachers	69	19	12
2. The program in which you feel that you learned the most	39	53	8
3. The program in which you feel most comfortable	81	15	4
4. The program in which you had the clearest idea of what was expected of you	50	31	19
5. The program in which you have the best chance of catching up if you should fall behind	69	23	8
6. The program in which you feel more afraid, anxious or frustrated	27	69	4
7. The program in which you are most interested in learning	49	47	4
8. The program in which your parents were most interested	39	53	8
9. The program in which you had the greatest opportunity to use the library	58	39	3
10. The program in which you had the greatest opportunity to use film strips, records, and other viewing and listening materials	92	8	0
11. The program that permits you to most nearly learn at your own rate	58	42	0
12. The program that diagnosed your learning needs best	65	31	4
13. The program in which you gained the most enrichment	77	19	4
14. The program that seemed to motivate you best	35	58	7
15. The program with which you as a student are most satisfied	50	50	0
16. The program you prefer	53	32	15
Total Mean Per Cent	57	37	6

Table 19
East Carteret High School Parent Questionnaire
46 Per Cent Returns

	Per Cent of Total Responses		
	New Program	Old Program	No Difference
1. The program in which you feel that your child gets the most help from his teacher............	100	0	0
2. The program in which you feel that your child learns most..................................	100	0	0
3. The program in which you feel your child is most comfortable and happy....................	85	0	15
4. The program in which your child has a clearer idea of what is expected of him...............	100	0	0
5. The program in which your child has a better chance of catching up if he should fall behind.	100	0	0
6. The program in which your child is more afraid, anxious or frustrated.......................	67	0	33
7. The program in which your child has more interest in learning................................	85	0	15
8. The program which you, as a parent, find more interesting..................................	85	0	15
9. The program in which students have the greater opportunity to use the library................	67	16	17
10. The program in which your child has greater opportunity to use film strips, records, viewing and listening materials in school......	85	0	15
11. The program that permits a student more nearly to learn at his own rate......................	100	0	0
12. The program that diagnoses the students learning problems more carefully...................	85	0	15
13. The program in which you feel your child gained the most enrichment..........................	100	0	0
14. The program in which you feel motivates your child the best.................................	100	0	0
15. The program with which you, as a parent, are most satisfied..............................	100	0	0
16. The program your child prefers................	100	0	0
Total Mean Per Cent	91	1	8

Table 20
East Carteret High
Student Questionnaire Follow-Up

	Per Cent of Total Responses		
	New Program	Old Program	No Difference
1. The program in which you feel that you got the most help from your teacher..................	96	1	3
2. The program in which you feel that you learn the most....................................	95	5	0
3. The program in which you feel most comfortable.................................	90	6	4
4. The program in which you had the clearest idea of what was expected of you.............	84	12	4
5. The program in which you have the best chance of catching up if you should fall behind......	91	6	3
6. The program in which you feel more afraid, anxious or frustrated.........................	34	57	9
7. The program in which you are most interested in learning.................................	93	3	4
8. The program in which your parents were most interested..................................	81	4	15
9. The program in which you had the greatest opportunity to use the library...............	82	6	12
10. The program in which you have the greatest opportunity to use film strips, records, and other viewing and listening materials.........	87	7	6
11. The program that permits you to most nearly learn at your own rate......................	96	4	0
12. The program that diagnosed your learning needs best....................................	96	1	3
13. The program in which you gained the most enrichment.................................	94	1	5
14. The program that seemed to motivate you best.....................................	96	1	3
15. The program with which you as a student are most satisfied............................	94	3	3
16. The program you prefer.........................	96	3	1
Total Mean Per Cent	88	7	5

Table 28.
Pinehurst Elementary Parent Questionnaire
25 Per Cent Returns

		Per Cent of Total Responses		
		New Program	Old Program	No Difference
1.	The program in which you feel that your child gets the most help from his teacher	88	12	0
2.	The program in which you feel that your child learns most	88	12	0
3.	The program in which you feel your child is most comfortable and happy	78	11	11
4.	The program in which your child has a clearer idea of what is expected of him	78	11	11
5.	The program in which your child has a better chance of catching up if he should fall behind.	78	11	11
6.	The program in which your child is more afraid, anxious or frustrated	0	78	22
7.	The program in which your child has more interest in learning	88	12	0
8.	The program which you, as a parent, find more interesting	88	12	0
9.	The program in which students have the greater opportunity to use the library	78	11	11
10.	The program in which your child has greater opportunity to use film strips, records, viewing and listening materials in school	78	11	11
11.	The program that permits a student more nearly to learn at his own rate	78	22	0
12.	The program that diagnoses the students learning problems more carefully	78	22	0
13.	The program in which you feel your child gained the most enrichment	78	22	0
14.	The program which you feel motivates your child best	89	11	0
15.	The program with which you, as a parent, are most satisfied	78	22	0
16.	The program your child prefers	89	11	0
	Total Mean Per Cent	77	19	4

Table 22
Pinehurst Elementary
Student Questionnaire Follow-Up
25 Per Cent Returns

	Per Cent of Total Responses		
	New Program	Old Program	No Difference
1. The program in which you feel that you got the most help from your teachers.................	77	23	0
2. The program in which you feel that you learn-the most..................................	77	23	0
3. The program in which you feel most comfortable...................................	44	33	23
4. The program in which you had the clearest idea of what was expected of you.................	44	56	0
5. The program in which you have the best chance of catching up if you should fall behind......	88	12	0
6. The program in which you feel more afraid, anxious or frustrated.......................	44	33	23
7. The program in which you are most interested in learning..............................	88	12	0
8. The program in which your parents were most interested................................	78	22	0
9. The program in which you had the greatest opportunity to use the library...............	55	22	23
10. The program in which you had the greatest opportunity to use film strips, records, and other viewing and listening materials.....	66	22	12
11. The program that permits you to most nearly learn at your own rate..........................	66	34	0
12. The program that diagnosed your learning needs best.................................	78	22	0
13. The program in which you gained the most enrichment..................................	66	34	0
14. The program that seemed to motivate you best.......................................	78	11	11
15. The program with which you as a student are most satisfied...............................	88	12	0
16. The program you prefer........................	88	12	0
Total Mean Per Cent	70	24	6

Table 25
Pinecrest High School Parent Questionnaire
35 Per Cent Returns

	Per Cent of Total Responses		
	New Program	Old Program	No Difference
1. The program in which you feel that your child gets the most help from his teacher............	100	0	0
2. The program in which you feel that your child learns most....................................	100	0	0
3. The program in which you feel your child is most comfortable and happy..................	92	0	8
4. The program in which your child has a clearer idea of what is expected of him...............	100	0	0
5. The program in which your child has a better chance of catching up if he should fall behind.	100	0	0
6. The program in which your child is more afraid, anxious and frustrated........................	28	57	15
7. The program in which your child has more interest in learning.................................	100	0	0
8. The program which you, as a parent, find more interesting.....................................	100	0	0
9. The program in which students have the greater opportunity to use the library.................	92	0	8
10. The program in which your child has greater opportunity to use film strips, records, viewing and listening materials in school..........	100	0	0
11. The program that permits a student more nearly to learn at his own rate......................	100	0	0
12. The program that diagnoses the students learning problems more carefully....................	92	0	8
13. The program in which you feel your child gained the most enrichment.........................	100	0	0
14. The program which you feel motivates your child best..	100	0	0
15. The program your child prefers................	100	0	0
Total Mean Per Cent	94	4	2

Table 24
Pinecrest High School
Student Questionnaire Follow-Up

	Per Cent of Total Responses		
	New Program	Old Program	No Difference
1. The program in which you feel that you got the most help from your teachers.................	78	22	0
2. The program in which you feel that you learn the most.................................	78	18	4
3. The program in which you feel most comfortable..................................	65	26	9
4. The program in which you had the clearest idea of what was expected of you.................	65	26	9
5. The program in which you have the best chance of catching up if you should fall behind......	65	31	4
6. The program in which you feel more afraid, anxious or frustrated.......................	31	56	13
7. The program in which you are most interested in learning................................	74	22	4
8. The program in which your parents were most interested.................................	65	18	17
9. The program in which you had the greatest opportunity to use the library...............	56	44	0
10. The program in which you had the greatest opportunity to use film strips, records, and other viewing and listening materials.....	83	13	4
11. The program that permits you to most nearly learn at your own rate.......................	87	13	0
12. The program that diagnosed your learning needs best....................................	69	9	22
13. The program in which you gained the most enrichment................................	82	18	0
14. The program that seemed to motivate you best..	78	22	0
15. The program with which you as a student are most satisfied.............................	74	13	13
16. The program you prefer.......................	74	18	8
Total Mean Per Cent	70	23	7

Conclusions

Question number six in both the Parent Questionnaire and Student Questionnaire received the highest per cent of responses favoring the Old Program. This was the only question involving a negative response. We may not assume that those who responded by checking "Old Program" were careless in reading for in a number of cases a note was attached explaining that the individual was in fact more anxious under the New Program because it was different and at the same time the pupil was eager to excel.

A quick review of the total mean percentages will show a strong preference by both parent and student for the new approaches to learning.

A comparison of the parent and student in any given school will show that the parents are even more favorable to the New Program than the students.

It must be remembered that parents of students and students below fourth grade were not included in the follow-up study. This excluded a large number of persons particularly in the Beaufort Elementary Center. It is also well to view these figures as a small sampling because of the lack of a high percent of response to the questionnaires.

A cautious conclusion, however, indicates that both parents and students are pleased with the new approaches to learning. Further follow-up study is recommended.

Part II

D. College Evaluation

TEACHER EDUCATION IN ACTION
CO-OP STEP 1968-1969 REPORT
ST. ANDREWS PRESBYTERICAN COLLEGE

Introduction

The very satisfactory first experience in the summer of 1968 of the revised and State approved St. Andrews Teacher Education internship program provided the basis and implementation for its 1968-69 continuance. The fine relationships between the two remaining county school administrative personnel and the St. Andrews staff was enhanced by the appointment of Mrs. A. C. Trivette as the Co-Op STEP Project Director. This report attempts to reflect the insights of its writer to the project and of the St. Andrews involvement. Some recommendations for the planning and format of the third summer's program will conclude this report.

September to May Planning

A compilation of reports on the 1968 summer program constituted the Co-Op STEP Fall Bulletin, and was the basis for an early fall conference. Representative personnel from the participating counties and the college attended at 10:00 A. M. to 4:00 P. M. session at the Moore County School Administrative Headquarters. Other persons, including Dr. Sam Hill, State Supervisor of Student Teaching, and Dr. John Goode, State Director of E.S.E.A. Title III Projects, who have important relationships to the Project also attended the conference. The conference served both to highlight successful elements of the summer as well as to raise questions concerning planning for the next summer.

During the fall term the College's Teacher Education Committee considered the summer's reports and heard oral reports from the summer interns. Applicants for 1969 summer program were approved and assignments to the two counties were subsequently announced.

During both the fall and spring terms the "brief teaching" activity was carried out in local schools as a integral part of the methods courses. The 1968 summer interns, as a part of their senior Education 400 course, not only provided "feed back" information to the new interns, but also engaged in on-campus and off-campus projects designed to supplement their experiences. Video taping of the brief teaching, as a part of the senior projects, was initiated, and the tapes were later played back in the methods classes. Staff level conferences took place between the county and college personnel during the interim from October through the first of the year. In February, after appointment of the Instructional Specialists and the College's Resident Coordinators for the summer, a weekend Workshop on Team Teaching and Individualized Instruction was held on the St. Andrews campus. This occasion provided for the initial meeting of the summer teaching personnel and was generally considered a worthwhile event.

In March, the Carteret County interns and several of the St. Andrews staff visited at the school sites for the summer program. This provided an opportunity for further acquaintance with the teaching personnel and concurrently for considering the organization and materials for the summer. A similar occasion was provided for the Moore County interns; the initial on-site orientation was followed by several more detailed meetings. Particularly in the case of the secondary level interns, subject area meetings for the new Pinecrest Consolidated High School beginning included invitations to attend meetings as the schedules of the interns permitted.

A well prepared issue of The Pointer (the Co-Op STEP periodical) included the pertinent information for the beginning of the summer sessions on June 9 at Moore County and June 16 at Carteret County.

Resume of County Summer Projects

I. Carteret County

The following data indicate the involvement of our student interns in the county, and the organization and nature of the program:

Beaufort Elementary School

	Instruct'l Specialists	Interns	Pupils
Grade I	2	2	50
Grade II	1	1	35
Grade III	1	2	37
Grades IV-VI	2	3	48
	6	8	170

Also a librarian

East Carteret High School

	Instruct'l Specialists	Interns	Pupils
Grades VI-VIII	2	*3	40
English (non-graded)	3	4	82
French I, II (VII-VIII exploratory)	1	3	10
History	1	*2	15
	7	11	147
County Totals	13	19	317

(*- one duplicate)

Also a librarian, guidance director, and reading specialist.

The elementary level program emphasized the language arts and arithmetic skills which were for the majority of the pupils severely needed. A Social Studies theme on "The Coastal Area of North Carolina" was partially carried out; art, music and physical education activities were the responsibility of the specialists and the interns.

The Sullivan Reading materials and the Greater Cleveland Mathematics program were generally satisfactory in providing a useful and an attractive individualized focus. The 4-6 level group was assigned to one large room with access to several smaller rooms; this made possible some team planning and teaching. Several field trips were taken.

The 7-8 grade level located at the high school was organized as a language arts - social studies; math - science block. The elementary level interns had experience in both areas, and one of the History interns was assigned to this level for approximately three teaching weeks. Two field trips related to Science were taken by this group.

Though the enrollment in French was small, the interns, in a variety of ways, worked productively; an exploratory introduction to French was provided the 7-8 grade pupils twice weekly. In English, all pupils were placed in one of three classes depending upon general achievement levels. Each class contained students at every high school level, and appropriate credit was earned if the student successfully completed the summer program. The History offering was somewhat more structured though productive attempts at small group assignments were provided. Also, a reading program for high school pupils was available.

A very worthwhile Humanities unit was organized and provided for the entire high school enrollment twice each week. Such topics as "The Dance." "The Lottery" (a dramatics production) was "The Space Age" were presented.

II. Moore County

Pinehurst Elementary School

	Instruct'l Specialists	Interns	Pupils
Grade II	1	7	110
Grades III-VI	5	3	47
Grades VII-VIII	3		
	9	12	135

Also a librarian, guidance director, a speech and a reading specialist.

Pinecrest High School

	Instruct'l Specialists	Interns	Pupils
English I-IV	4	5	46
French and Spanish I, II (and Elementary)	2	*3	11
Natural Sciences	1	2	26
Social Studies	2	2	52
	9	12	135
County Totals	18	22	292

(* - one withdrawn)

Also a guidance director. Other personnel not directly a part of Co-Op STEP were of assistance.

At the elementary level, the language arts - mathematics skills were an important emphasis for the pupils and a variety of materials were available for individualized and group use. A Social Studies theme on "Our World and Its People" was developed by focusing on selected countries; a culminating program was planned and very satisfactorily performed. Field trips were also used as enrichment experiences.

In addition to the self-contained second grade, grades 3-6 were essentially departmentalized with the interns having rotating assignments with the instructional specialists. The 7th-8th grade program operated as a closely knit team in one large room; the three interns here also rotated to each specialist thereby getting experience in language arts, social studies and math-science.

The program at Pinecrest was made particularly attractive though also difficult since the summer program was a "dry run" for the first school year of operation to begin in September. These circumstances, together with a strong individualized instruction emphasis involving the development of Learning Activity Packages, the extensive involvement of team teaching and the presence of an active consultative group (LINC) made for intensive, interesting and frustrating intern involvement.

The English program was unstructured and used the general theme of "Who Am I?" Each week some aspect of the theme was pursued both in large groups as well as in small groups. The small groups sought to relate the dramatics, journalism, grammar, poetry and other literature. A variety of techniques were employed by the team, including the development of a video-taped student prepared "Orientation to Pinecrest." The Social Studies team used "Isolationism" of the 20's, 30's, 40's, 50's and 60's as the general theme, and likewise employed a variety of materials and techniques. In French and Spanish the relatively small enrollments made for an intensively individualized program. In addition, French was introduced at the elementary level.

Conclusions and Recommendations

For the participants in the 1969 program, the definite consensus was that the organization and operation were comparatively a decided improvement over the beginning in 1968. This should be a source of satisfaction, as indeed it is for the St. Andrews staff, though we must candidly deal with the shortcomings which can be overcome for another year. From the work of the 31 instructional specialists, 41 interns in behalf of the 609 pupils enrolled in the program, the following conclusions and recommendations should be noted:

I. Brief Teaching and Methods Program

The incorporation of a minimum of 20 hours of observation and brief teaching in the public school has proved to be an essential preliminary to the summer internship. The 1969 interns had the further advantages of being video taped for playback critiques, and also that of having the '68 interns participate in some of the methods class sessions. These techniques proved helpful and will be continued. There are several other points which should be appropriately considered in this emphasis:

1. Some instructional specialists should be invited to one or more sessions. Likewise, Mrs. Trivette, the Project Director, would have a very worthwhile contribution to make in this way.

2. The Tanruther text on Clinical Experiences in Teacher Education should become a part of the course requirement. Appropriately used, this will provide an important discussion basis for specific methodology the interns find they need. For example, the emphasis in this source on long and short term planning is desirable both in brief teaching and in the summer. In addition, the resources of the Instructional Resources and Service Center in curriculum and audio-visual materials should be fully utilized.

3. It is important that the brief teaching experience be spread over the entire three weeks as planned. This arrangement will assure optimum feedback and discussion in the classes as well as a reasonable time for staff visitations.

4. Perhaps, also, the methods courses are the particularly appropriate situation to be certain that interns understand the connotation of "becoming professional" in the teaching-learning process. This should re-enforce other attempts at stressing the planning, teaching and evaluative nature of the teaching-learning process.

II. Pre-Planning, In-Session and Evaluation

This reference concerns pre-planning before the opening summer dates as well as the planning and evaluation which took place during the eight weeks. In comparison with '68, the Project was, happily, able to plan and carry out some helpful sessions. Again the need is to make personnel and "theme" decisions as early as possible. This will enable the participant teachers and interns to meet with a purpose; it will also enable the administrative staff to promote a program which hopefully will be attractive to pupils at all levels. For example, we should be able to do a better job of summer enrollment in the foreign languages. Another important asset to this effort will be the availability of more data on pre-registered pupils which, in turn, will make the immediate pre-session planning more realistic.

In so far as possible, it is clear that the interns felt, as did some of the instructional specialists, that the college requirements concurrent with the teaching program should be minimal. As noted in the previous section, the text assignment should be shifted; perhaps the clerical procedures, unless otherwise required, could be the subject of a one session seminar. The Evaluation Guides on a selected number of children should be continued and likewise a daily planning and anecdotal log of the intern's experiences.

It is also important that conference sessions be scheduled with interns and the Resident Coordinator, and with the instructional specialists. In this connection, too, the interns need and desire, for the most part, critiques on their progress in teaching on a daily and weekly basis, as appropriate. The final evaluations on the interns should serve to emphasize the particular points which they must continue to work at in their preparation for teaching.

Finally, standardized testing and other objective evaluation data should not become an undue aspect of the teaching-learning environment. At the elementary level this apparently was evident.

III. Resident Coordinators and other St. Andrews staff

The writer's opinion, shared by interns and the county personnel, is that the coordinators performed in a perceptive and conscientious manner. Mrs. O. L. Moore, Jr. was particularly helpful at the secondary level with the challenge of a program which strongly emphasized unstructured content and a team approach. Though some of her report opinions are incorporated at other places in this statement, she especially emphasized the need for in-depth teaching and a valid rationale for what was being taught.

Mr. Swart's extensive experience and tactful manner were especially evident in his awareness of the strengths and weaknesses of the entire program, and in his excellent rapport with both the county personnel and the interns at the Carteret Project.

In addition to the writer's visits to the two projects, other staff members made a total of over 30 visits during the eight weeks. At least one staff member, representing the various teaching areas, visited the projects during each of the weeks of the program. The one area where additional consultative assistance would have been useful was in the elementary program in Moore County.

The College is aware that the nature of this program requires a different role for the staff consultant and yet it is difficult to define its limits. The consultants' responsibility is primarily to the Resident Coordinator though it should be understood that there is the important necessity to observe with objectivity and speak candidly to the intern about his progress or lack of progress.

Likewise, the college staff should assume that the experience and commitment of the instructional specialists is such as to warrant our recognition of their professionalism in their relationships to the program and to the interns.

IV. Instructional Specialists and Support Personnel

The selection of summer personnel inevitably involves some compromises between those we should like to have and some we may find expedient to use. For both summers, the College has found that the specialists not only included some with exceptional competency, but that all displayed a genuine interest in the program. Every effort should be made, as one principal stated, to "go for" the most competent personnel available. The importance of these persons not only in the summer but in subsequent professional leadership requires our most persuasive approaches to selection. This likewise is important in the selection of support personnel in guidance, library, reading, speech, etc. It is particularly important in a team teaching arrangement that at least one instructional specialist be professional in competence, poise and objectivity as he or she serves as a model and a critique teacher for the novice intern.

A special word of commendation for the county directors and/or principals is appropriate. The college and the interns appreciated their experienced support and leadership.

St. Andrews is anxious to cooperate with the two counties in providing any desired in-service seminars in the area of supervision in teacher education. This should certainly be a mutually advantageous effort.

V. Student Interns

With some exceptions previously noted it is generally agreed that the 1969 interns were adequately prepared. For the most part, too, their efforts in behalf of their assigned pupils were conscientious. Some of the teaching on their part was excellent. The interns certainly found that the tasks demanded full involvement and their best efforts; likewise, a fuller recognition of their academic needs can now be pursued during the senior year.

Additional efforts on the part of the college and the counties to provide on-the-spot professional resources have been noted as desired. Readily available materials on planning, teaching, issues, etc. should be in a Professional Library for both the interns and the specialists.

The College regrets that an internal policy of the teacher education program resulted in evident concerns on the part of some interns and county staff members. A separate memorandum is being addressed to the College's Teacher Education Committee to resolve the lack of or ineffectiveness of its communication with the interns. For its part, the College recognizes the advantage of the candor and the genuine concern of its interns while expecting, in return, some recognition on their part of the commitment of the College to the program based upon the experienced consideration of its staff.

VI. Materials, Methods and Facilities

In every respect this aspect of the program surpassed the 1968 efforts. Materials were thoughtfully selected, and, for the most part, were available when needed and in sufficient quantities. At the elementary levels the class and library materials were especially excellent, and the audio-visual resources and equipment were very adequate. Again, the College provided, on a loan basis, a number of instructional resources. It is perhaps appropriate to recommend that the 1970 program should not require as large a budget allocation to this area.

Almost without exception the methodology was varied, and the organization was flexible. There were some reservations about the essential departmentalized structure of the lower lever of the Pinehurst Elementary School, as well as some difficulties experienced in total team planning. On the other hand, 7th-8th grade organization there resulted in a very desirable situation. At Pinecrest, the total team emphasis and the development of the L.A.P.s required a large amount of planning time but possibly too little teaching time for the interns.

At Beaufort, the high school 7th-8th grade structure, the non-graded English programs, and the Humanities presentations were notable. Despite being self-contained, the 1st, 2nd, and 3rd grades provided varied methodology, and some of the potential of the 4th-6th grade team arrangement was realized. One useful consideration for the 1970 program would be that of a "camp-out" field trip early in the session as a means of quickly establishing maximum rapport with all concerned.

The high school facilities in both projects were more serviceable than those of the previous year. At Beaufort, an air-conditioning unit for the Library would have greatly enhanced its usefulness. The elementary school facilities in both counties were an improvement over the previous summer. Again, the feasibility of air-conditioning should not be dismissed without some efforts at rental or a partial supply.

VII. The College-County Project Considerations

Finally, there are some more general considerations which should become guidelines for the remainder of the project.

A. A re-affirmation of the essential objective of the Project to serve its enrolled students may be necessary so that valid concerns for public and in-service relations remain in their proper perspective. In other words, the class-room and program activity should be first and foremost for its pupils.

B. A more determined effort should be made to involve parents in the program. Some home visitation, and some open-house activity, as examples, may be of mutual interest not only for the children themselves but as a public relations medium for the school administrative personnel.

C. In anticipation of the final year of funding, a general assessment of the project and implications for the future are urgent. Not only should there be a re-appraisal of the Project's objectives, but investigation for program and funding possibilities beyond 1970, such as through E.P.D.A., LINC, etc. must be explored immediately. For example, the "summer laboratory" approach as a permanent means to experiment with materials and methods has merit for pupils, teachers and the public clientele. In addition, the College's interest in an on-campus Educational Development Center may be seen as another facet of Co-Op STEP which could incorporated in a new proposal. In cooperation with local school administrative units, the College hopes to provide a clinical services program for selected and representative pupils.

D. The College, in 1968 and 1969, has made an investment of approximately $24,000 in payments to interns. This represents a net investment over income and related expenditures, exceeding $17,000. It is evident that the College will need some source to maintain this commitment. For the 1970 summer, it is suggested that the counties may wish to provide the balance needed and not available through the Title III funding. Certainly, the ability to enroll a much larger pupil clientele because of the presence of the teaching interns represents a service to the people of each county in general and parents in particular. The fact that a 1 to 8 teacher pupil ratio was possible during the '69 summer instead of a 1 to 20 ratio without the interns is alone indicative of an intensive learning emphasis.

John P. Daughtrey, Director
Teacher Education Program

SPECIAL EDUCATION EVALUATION
OF
PROJECT ENRICHMENT OF THE CO-OPERATIVE
SERVICES FOR TEACHER EDUCATION PROJECTS

PINEHURST LEARNING CENTER

Laurellen W. Douglas

The summer program for the Educable Mentally Retarded children was an attempt to develop a high degree of efficiency in utilizing the multimedia approach of instruction, guiding individualized instruction and selecting appropriate programmed materials.

Children for the program were selected from the Educable Mentally Retarded classes in this area and from the general school population. These mentally retarded students had an opportunity to work **flexibly** in heterogeneous and homogeneous grouping identified as working members of another peer group.

The teacher worked as a member of the teaching teams, served as a tutorial teacher to the educable mental retarded students and other low achievers in this heterogeneous school population. She interpreted the special needs of this exceptional child to other members of the teams, both to the instructional specialists and teacher interns.

Team teaching, large and small group instruction, video-tapes and multi-media teaching as well as many innovative instructional methods were involved in this program.

The pupils who had been identified as retardates adjusted easily to the schedule, they were happy and participated in the learning experiences. The work was challenging, yet simplified so the pupils could understand and experience a sense of success. The contact with many teachers was good. The need to learn how to relate and get along with many personalities was initiated here.

Many aspects of the program cannot be measured in numerical concepts, such as:

1. social adjustment
2. emotional problems, assetted or released in various ways
3. a bright smile from a otherwise shy or withdrawn child
4. good school attendance over poor attendance
5. wholesome attitudes toward school over attitudes experienced in failure in regular school
6. attitude toward non-labeling as "special" over attitudes toward being called "retarded"
7. the satisfaction of being "a part of" rather than "a part from" the regular school program.

Twelve students of the general school population and twelve special education pupils were given the following evaluation of the program forms and the following data was computed:

Student Evaluation Form

Questions	Responses Regular Student	Spec. Ed. Student
1. Summer school has been:		
a. interesting	7	7
b. helpful	4	4
c. boring	1	1
2. How would you rate this summer school?		
a. good	11	8
b. fair	1	4
3. Have you been treated fairly by the teachers?		
a. yes	12	11
b. no	0	1
4. Have you been treated fairly by the students?		
a. yes	12	8
b. no	0	4
5. Have you made new friends?		
a. yes	12	11
b. no	0	1
6. How was your conduct?		
a. good	8	8
b. fair	3	3
c. poor	1	1
7. Would you like to return to this program next summer?		
a. yes	10	9
b. no	1	1
c. don't know	1	2
8. What do you like most about this program:		
a. trips	3	2
b. learning activities	7	0
c. programs	2	5
d. changing classes	0	5

9. What do you think you have learned and will remember when you return to school?		
a. social studies	5	7
b. mathmetics	4	3
c. a lot	3	0
d. nothing	0	2
10. What have you enjoyed about the program?		
a. trips	9	10
b. classwork	3	1
c. play	0	1
11. Has the program been		
a. too long?	0	3
b. too short?	4	0
c. just right?	8	9
12. How would you improve or change this program?		
a. It is fine - no changes necessary	6	0
b. Have more classwork	2	0
c. Have more students participate	1	2
d. Have more field trips	3	0
e. Don't know	0	9
f. Make session shorter	0	1

The above questionnaire revealed to the writer no appreacible amount of difference in attitudal responses between the average student in the regular classroom and the retardate when the retardate is placed in the regular main stream of the school population. This, however, was concluded when innovative methods and many resources were utilized in the team teaching situation.

The writer recommends this type of program - team teaching, multimedia teaching, and other innovative instructional methods, with some of the retardates involved in the main program. Many students can benefit from such a learning situation, especially those who are academically handicapped. It is suggested that only the more severe cases of the mentally retarded and handicapped be placed in the self-contained classrooms.

This type of program provides for individualized instruction, flexibility in scheduling, better evaluation of pupils, and the elimination of labeling retardates (a disgusting factor in the field of special education.)

This quote best summarizes the conclusion of this report: "Our success in influencing future performance is in part a function of our success at sending students away with tendencies to approach, rather than avoid, the things we want them to think about, feel about, and do about."

Robert F. Mager

Report of Participation of Handicapped Persons In the Title III Co-Op STEP Summer Program

Title III of the Elementary and Secondary Education Act provides for the development of innovative projects to demonstrate new approaches and media to the educational program. Co-Op STEP has shown a genuine concern for every child and has put forth every effort to give creative direction to the education of the handicapped and disadvantaged child as well as the normal child.

A full time trained speech therapist concentrated his efforts to give all the children in the elementary school training in the normal human behaviors of speech. This was done through the use of creative dramatics combined with special therapy for those having a particular need. Children of all races laughed, sang, played and talked together. Every child had a speaking part in a dramatic production. Choral reading, use of puppets, dialogues, plays, and the teaching of oral French gave children an incentive to speak and guided them into the developing of a new spirit and determination to speak well. Parents were invited to attend all productions and many expressed real satisfaction with the progress begin made.

Video tapes were made throughout the program to give the child a visual picture of himself and his improvement. The trips to the theaters gave students a deeper appreciation of the art of speaking and performing and served as an enriching activity.

There were no classes labeled "Special Education." Through a Title VI-A grant, a highly trained EMR teacher assisted the instructional teams. She moved from team to team working in small group teaching stations or giving tutorial support to reinforce the skills and concepts taught in large groups.

On the high school level, special reading and study skill classes were organized so that those whose test scores indicated some difficulty in these areas might receive individual assistance. Aides in both the reading laboratory and the library gave support to the instructional program.

Throughout the program emphasis was placed upon the individual. The diagnostic tests given at the beginning of the summer session gave immediate information to the instructional teams through the competent services of the guidance counselor. Referals were made, special tests were administered, and counseling was made available to those whose difficulties were discovered.

The following table indicates the number and nature of the handicapped students who participated in the summer Co-Op programs in Carteret and Moore County:

Name of School	I. Q.	Deaf or Hard of Hearing	Speech Impaired	Visually Handicapped	Emotionally Distrubed	Crippled or Health Impaired	Per Cent of Total Enrollment
Pinecrest High School	1	1	3	3	6	2	8%
Pinehurst Elementary	13	4	6	8	19	5	35%
Beaufort Elementary	8	1	10	3	13	2	18%
East Carteret High School	8	3	4	3	4	2	12%
TOTAL	30	9	23	17	42	11	18%

PART III

RECOMMENDATIONS

Recommendations for Co-Op STEP
1969-70
Mrs. A. C. Trivette

The 1969 Co-Op summer session was characterized by high interest, total involvement, and commitment to the objectives for which Co-Op STEP was designed.

The county schools were generous in sharing the instructional machines; there seemed to be pratically no lack of instructional materials on hand. We recommend on the basis of test results, that if programmed material is used, it be well supplemented by an abundance of materials at or below the child's performance level.

The college sent teacher interns who were quite well prepared on the whole. It was observed by the elementary reading specialist that more preparation was needed in the area of phonics.

The college spared no expense in providing coordinators who were well trained and dedicated. We recognize the difficulty of finding people who are strong in both the elementary and secondary areas of learning, but by supplementing the work of the coordinator with the services of consultants in specific subject areas, the situation was rendered superior to the teacher-training plan used generally, i.e., where the "critic teacher" does about all that is done for the teacher intern. We do recommend that these coordinators and consultants have an opportunity to become acquainted with the instructional specialists and center directors during the planning period and give assistance in the selection of instructional materials. We further recommend the continued use by the counties of these college consultants during the regular year.

It was the feeling on the part of many of the instructional specialists that the college academic requirements of intern teachers be kept to a minimum during the internship. The amount of time required for planning and the preparing of learning activities, reviewing video tapes, and doing the evaluating called for by the team approach is in itself sufficient. Teacher interns found little or no time for recreation.

There were a number of requests that two additional days be alloted for the pre-planning session and that these be taken from the post session evaluation period. This plan seems to have merit in that it would provide more time for registration of students by the counselors and for the collecting of pertinent individual data on the students.

There were urgent requests on the part of those who worked in the schools where there was no cooling system, that the counties provide air conditioning in the areas of greatest student concentration and/or in the libraries. If we are going to operate summer schools effectively, it would seem expedient, if not imperative that we provide a comfortable climate for learning.

With respect to video tape, the teachers felt that this was of real value for purposes of evaluation and that despite some difficulties incurred by the technicians, the tapes were a useful adjunct to the instructional program. We recommend a wider use of video taping during the regular year and the frequent use of these tapes in the college methods courses as well as with new teachers.

In anticipation of a third year of funding for the Co-Op STEP project it is fitting that the administrators and college personnel re-examine the original objectives and either re-affirm or disallow them. It may be that the time has come to change the emphasis to provide for a stronger implementation of the innovations which in each county appear to be successful; in this way to "recognize in the humble simplicity of new beginnings the germ which must develop in the future."

We commend the administrators in both counties for their readiness to adapt and/or adopt the field tested innovations. We respect the individuality of each county. Team teaching has little of uniformity wherever it is found and even though research indicates that a team of three is most satisfactory in general, we further recognize that the size of a team is not so essential a criterion as the spirit of the team. We are happy to report that every instructional specialist and all except one of the intern teachers were highly pleased with the team approach with small group and individualized instruction, and with the flexible scheduling of students to meet their individual needs, Even though these teachers may in the future be assigned to a traditional classroom, we believe that they are committed to the new approach to learning in which the teacher spends a maximum of time and energy preparing a climate for learning for individual students and a modicum of time in lecturing.

We commend those teachers who are rendering valuable leadership service during the regular year in the following ways: serving as team leaders, holding workshops for local school faculties, developing a nongraded program, assisting new teachers and/or B-2 teachers, demonstrating new techniques and materials, field testing and extending the materials developed by other Title III projects, and developing sequential curricular materials for the achievement of behavioral objectives in Language Arts, Arithmetic and Physical Education.

We recommend that this type of activity be encouraged more and more during the remaining project time so that the counties may reap truly lasting results from the services and the innovations of Co-Op STEP.

Finally, in view of the continuing trend toward individual instruction, we recommend that the schools administer diagnostic tests to all pupils in the spring so that teachers may have the advantage of pupil diagnosis in time to make adequate prior preparation for meeting these academic needs without having to take valuable instructional time in the brief summer term or waste valuable time in the fall term discovering the areas of needed concentration. It seems apparent that the effective teacher must be cognizant of the needs of all students and must be prepared to provide an environment that will allow optimum development despite wide individual differences. Diagnose and treat; achievement will then take care of itself.

> "Those educators who do not subscribe to the belief that teachers must develop skill in educational diagnosis, and provide remediation accordingly, are implicely suggesting that either individual variation does not exist in classes, or that, if variability is present, it is irrelevant to the instructional program. These assumptions . . . are antithetical to the conviction that every component of the educational system must strive to help children achieve their absolute best."
>
> Dr. Robert M. Smith

In keeping with this concept, we strongly recommend that a clenical workshop for both teachers and teacher interns be held as early in 1970 as teams can be identified.

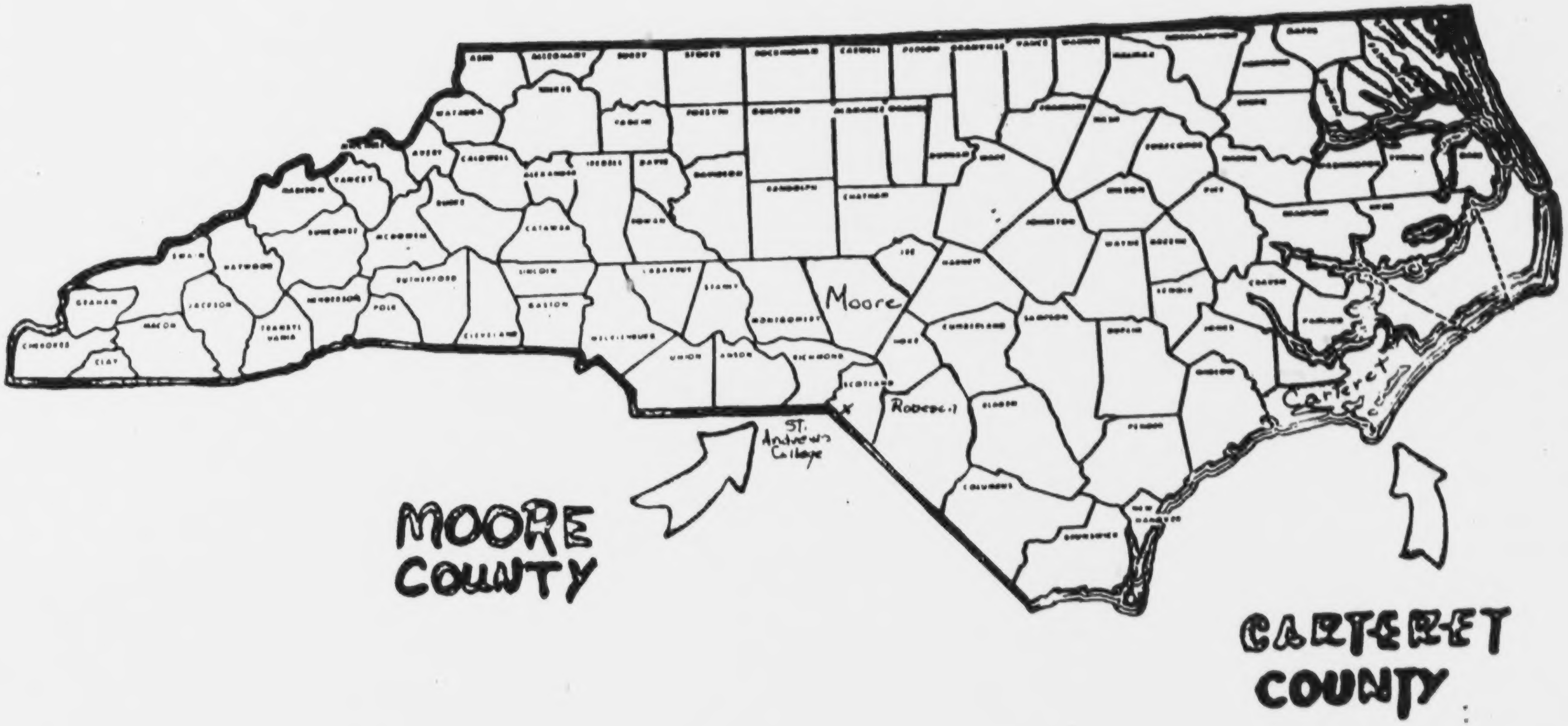
APPENDICES

A. Map of North Carolina Showing Participating Counties and College Location

B. Possible Scores by Test, Form, and Level

C. Pinecrest Summer School Schedule

D. Forms Used in Evaluation


Moore
Robeson
x
ST. Andrews College
Carteret
MOORE COUNTY
CARTERET COUNTY

Appendix B

Possible Scores by Test, by Form, and by Level

Comprehensive Test of Basic Skills — Form *Q* and *R*, Level IV

Test 1:	Vocabulary	40
Test 2:	Reading Comprehension	45
Test 3:	Language Mechanics	25
Test 4:	Expression	30
Test 5:	Spelling	30
Test 9:	Study Skills (Reference)	20
Test 10:	Study Skills (Graphics)	30

Stanford Diagnostic Reading Test — Form *W* and *X*, Level I

Test 1:	Comprehension	42
Test 2:	Vocabulary	40
Test 3:	Auditory Discrimination	45
Test 4:	Syllabication	20
Test 5:	Beginning and Ending Sounds	36
Test 6:	Blending	36
Test 7:	Sound Discrimination	36

Stanford Diagnostic Reading Test — Form *W* and *X*, Level II

Test 1:	Comprehension	60
Test 2:	Vocabulary	40
Test 3:	Syllabication	24
Test 4:	Sound Discrimination	35
Test 5:	Blending	36

Possible Scores by Test, by Form and by Level

Stanford Diagnostic Arithmetic Test — Forms *W* and *X*, Level I

Test 1: Concepts of Numbers and Numerals	
Part A: Number System, Counting	24
Part B: Operations	26
Part C: Decimal Place Value	30
Test 2: Computation	
Part A: Addition	18
Part B: Subtraction	18
Part C: Multiplication	18
Part D: Division	18
Test 3: Number Facts	
Part A: Addition (Set 1 and 2)	40
Part B: Subtraction (Set 1 and 2)	40
Part C: Multiplication (Set 1 and 2)	40
Part D: Division (Set 1 and 2)	40

Stanford Diagnostic Arithmetic Test — Forms *W* and *X*, Level II

Test 1: Concepts of Numbers and Numerals	
Part A: Number System and Operations	30
Part B: Decimal Place Value	26
Test 2: Computation with Whole Numbers	
Part A: Addition and Subtraction	20
Part B: Multiplication	18
Part C: Division	18
Test 3: Common Fractions	
Part A: Understanding	22
Part B: Computation	28
Test 4: Decimal Fractions and Per Cent	48
Test 5: Number Facts	
Part A: Addition	26
Part B: Subtraction	26
Part C: Multiplication	26
Part D: Division	26
Part E: Carrying	26

APPENDIX C PINECREST SUMMER SCHEDULE

Mod	Time	English Dept.	Soc. Studies Dept.	Science Dept.	Math Dept.	Language Dept.	Commerical Dept.	Health & P.E. Dept.	Music Dept.
1	7:30 7:50								
2	7:50 8:10				Break	Break			
3	8:10 8:30			Break			Break		
4	8:30 8:50	Break						General Music M-W-F	
5	8:50 9:10		Break	Phy. Act. T.-Th.-F.	Phy. Act. T.-Th.-F.			Break	
6	9:10 9:30			Phy. Act. T.-Th.-F.	Phy. Act T.-Th.-F.				
7	9:30 9:50	Phy. Act. T.-Th.-F.							
8	9:50 10:10	Phy. Act. T.-Th.-F.							
9	10:10 10:30					Phy. Act.-T.-Th.-F. General Music - M.-W. Phy. Act.-T.-Th.-F.			
10	10:30 10:50	Gen. Music M. - W.							
11	10:50 11:10		Phy. Act. T.-Th.-F.	Gen. Music M. - W.				Break	
12	11:10 11:30		Phy. Act. T.-Th.-F.						
13	11:30 11:50		Gen. Music M. - W.						
14	11:50 12:10								
15	12:10 12:30								

APPENDIX D

A BRIEF OUTLINE OF WHAT YOUR NARRATIVE REPORT SHOULD INCLUDE

I. WHAT YOU DID IN YOUR TEAM. SHOULD INCLUDE:
  A. OVERALL OBJECTIVES
  B. PROBLEMS ENCOUNTERED
  C. WHAT YOU DID ABOUT SOLVING THESE PROBLEMS
II. THE STRENGTHS AND WEAKNESSES OF THE CO-OP PROGRAM AS RELATED TO YOUR TEAM
III. CONCLUSIONS AND RECOMMENDATIONS FOR THIS PARTICULAR TEAM FOR ANOTHER YEAR (FOR EXAMPLE: WOULD YOU ORGANIZATION BE DIFFERENT? WOULD YOU CARRY OUT THE PROGRAM AT ALL IF YOU HAD ONLY TWO STUDENTS?)

CSE-1

Co-Op STEP EVALUATION
Summer Phase

CENTER ____

INSTRUCTIONAL SPECIALIST ______________ TEACHER INTERN ______________

OTHER INSTRUCTIONAL PERSONNEL ______________________________

DATE ____________ GRADE LEVEL OR PLATEAU NUMBER OR SUBJECT AREA ________

OBJECTIVE ONE: To experiment with teaching on the individualized, small group and large group basis in communication and computation skills in a team teaching setting and in an atmosphere conducive to freedom to experiment and innovate involving students from all socio-economic backgrounds.

1. Did students in the summer school come from many different socio-economic backgrounds? YES _______ NO _________
2. Did you experiment with teaching on the individualized, small group and large group basis in language arts and arithmetic? YES _____ NO _____
3. Give one example which illustrates your use of the individualized approach to teaching. List the strengths and weaknesses of this approach.
4. Describe your use of small groups in the instructional program. List the strengths and weaknesses of this approach.
5. What types of instruction were presented through large groups. Be specific. What are the advantages and disadvantages of large groups instruction?
6. Did you feel free to experiment and to develop new ideas in teaching this summer? YES _________ NO _________
7. Which of these approaches do you plan to use in your own classroom?

   ______________ Individualization   ______________ Small Group   ______________ Large Group

8. What recommendations do you have for future Co-Op schools with respect to Objective One?

TO BE FILLED OUT BE EVERY PARTICIPANT

Form CSE-2

Co-Op STEP EVALUATION
Summer Phase

CENTER ____

INSTRUCTIONAL SPECIALIST ________________ TEACHER INTERN ____________

DATE ________________ GRADE LEVEL OR SUBJECT ________________

OBJECTIVE TWO: To identify and provide selected instructional specialists the opportunity to gain leadership experiences in serving as team leaders in planning and teaching through individualized, small group, and large group activities, and to explore various ways of using the services of teacher interns and teacher aides.

1. In what specific ways were you able to gain leadership experience while serving as the team leader during the summer school?
2. Does team teaching with intern teachers and teacher aides give you (more, less, about the same) amount of leadership responsibility and experience as you get in the traditional one-teacher classroom? (Underline the appropriate response.)
3. List services that the teacher intern assumed under your leadership and/or guidance.
4. What further experiences ought a teacher intern have to be truly prepared for the classroom?
5. Make a list of the ways in which the teacher aides served your team.
6. What other services could the teacher aides render?
7. Was the intern teacher give (less, more, about the same) opportunity to gain teaching experience as you had in the traditional or the block system of teacher training? (Underline the appropriate response.)
8. What conclusion would you draw from this arrangement for teacher training during the summer school?
9. In what ways do you plan to make use of the ideas and experiences gained during the summer school experience in your regular classroom?

CSE-3

Co-Op STEP EVALUATION
Summer Phase

CENTER ____

INSTRUCTIONAL SPECIALIST ________________ TEACHER INTERN ________________

DATE ________________ GRADE LEVEL OR SUBJECT ________________________

OBJECTIVE THREE: To identify and provide a selected number of assistant teachers and teacher aides an opportunity under the leadership of a master teacher to develop innovative teaching techniques and evaluate his strengths and weaknesses as a potential teacher.

Part A: DEVELOPMENT OF INNOVATIVE TEACHING TECHNIQUES
(Please use the back to answer this section.)

1. Describe the efforts made by your team to develop innovative teaching techniques.
2. List the strengths and weaknesses of these techniques.
3. To what extent were the students involved in the planning of your learning experiences?
4. What recommendations would you make for such efforts another year?

Part B. EVALUATION OF STRENGTHS AND WEAKNESSES OF TEACHER INTERNS

	NEEDS IMPROVEMENT	SATISFACTORY	GOOD	VERY GOOD
1. Knowledge of Subject	___	___	___	___
2. Understanding of Child Growth and Development	___	___	___	___
3. Understanding of the Students Taught	___	___	___	___
4. Rapport with Students	___	___	___	___
5. Motivation of Students	___	___	___	___
6. Fairness with Students	___	___	___	___
7. Firmness with Students	___	___	___	___
8. Tact with Students and Faculty	___	___	___	___
9. Attitude Toward Work	___	___	___	___
10. English Habits (Oral and Written)	___	___	___	___
11. Classroom Management	___	___	___	___
12. Techniques of Teaching	___	___	___	___
13. General Appearance	___	___	___	___
14. Voice (Clearness and Modulation)	___	___	___	___

CSE-4

Co-Op STEP EVALUATION
Summer Phase

CENTER ____

INSTRUCTIONAL SPECIALIST __________________ TEACHER INTERN ______________

DATE __________________ GRADE LEVEL OR SUBJECT ________________________

OBJECTIVE FOUR: To identify, develop and evaluate a variety of materials and media as applied to individualized, small group and large group approaches to teaching.

1. Describe two or three materials or media which you developed or used in the teaching of individuals, small and/or large groups.

2. Did these materials provide motivation and create interest among the students? Explain.

3. Describe the effect of the use of these materials or media upon the learning of the student. (Try to be specific.)

4. Are these materials or media adaptable for usage in the regular school year? __________ YES __________ NO

5. Are these materials or media adaptable for usage with other grades and subjects? __________ YES __________ NO

6. Would you recommend the use of these materials as (supplementary to regular basal materials) or (in lieu of basal materials?) (Underscore appropriate response.)

7. What recommendations do you wish to make with respect to further use of these materials or media?

8. What other materials or media would you like to have used with your students that was not used this year?

CSE-4

Co-Op STEP EVALUATION
Summer Phase

CENTER ________________________________

INSTRUCTIONAL SPECIALIST ______________ TEACHER INTERN ______________

DATE ______________ GRADE LEVEL OR SUBJECT ______________

A. Was the Video Tape replay helpful in evaluating the teaching process?

B. List the ways in which you feel the video tape replay was most helpful.

C. What recommendations would you make for future use of T.V. Video Tape in assisting teachers to improve their teaching techniques and methods?

LIBRARY
FACULTY QUESTIONNAIRE

1. Rate the usefulness of the resource center to your teaching area.
Very useful ______ Occasionally useful ____ Of no use ____

2. Did you plan your units of study to include the use of resource materials?
Frequently ____ Infrequently ____ Never ____ No reaction ____

3. What is your opinion of departmental meetings with the librian?
Very important __________ Not necessary __________
Of some value __________ No reaction __________

4. How could departmental meetings be improved? Check one or more.
More pre-planning by librarian ______
More pre-planning with teacher suggestions ______
Satisfactory ______
Hold more often ______
Discontinue; not needed ______
No opinion ______

5. What areas of library service have been most helpful to your classes?
____1. Independent Study
____2. Recreational Reading
____3. Library Skill Instruction
____4. Reference Materials
____5. Audio Visual Materials
____6. Reading Guidance
____7. None

6. Has the instructional program been enhanced with the availability of the school's resource center?
To a great extent ____ To a limited extent ____ Was not used ____

7. To what extent have the audio-visual materials added to your instructional program? Great extent ____ Limited extent ____ Did not apply ____

8. To what extent did you work with the librarian in developing parallel materials for your course of study?
Very extensively ____ Considerably ____ Very little ____ Not at all ____

9. Which of the following materials, if any, did you use in your teaching?
____ Filmstrips ____ Record Players
____ Movies ____ Tape Recorders
____ Transparencies ____ Slides

10. Did you observe any scholastic interest beyond your minimum class requirements because of the resource materials?
_____Yes _____No _____ No Comment

LIBRARY
STUDENT QUESTIONNAIRE

1. What materials have you used most frequently in the resource center?

Books _____
Filmstrips _____
Magazines _____
Recordings _____
Transparencies _____
Newspapers _____

2. To what extent did the resource center help you with your class work?

Great extent _____
Frequently _____
None _____
Seldom _____

3. In what areas did you feel you needed the most help in using the resource center?

How to locate books _____
How to use the card catalog _____
How to check out and return materials _____
How to use reference books _____
How to use audio visual materials _____

4. For what purpose(s) did you use the resource center?

Study _____
Research _____
Relaxation _____
Visiting _____
Browsing _____
Did not use _____

5. From whom did you receive the most help in using the resource center?

Teacher _____
Librarian _____
Library Assistant _____
Other Students _____
None of these _____

6. Of what value to you was the instruction in library studdy skills. (NOTE: Answer only if you received this instruction.)

Of Great Value _____
Of No Value _____
Did Not Need It _____
Of Limited Value _____